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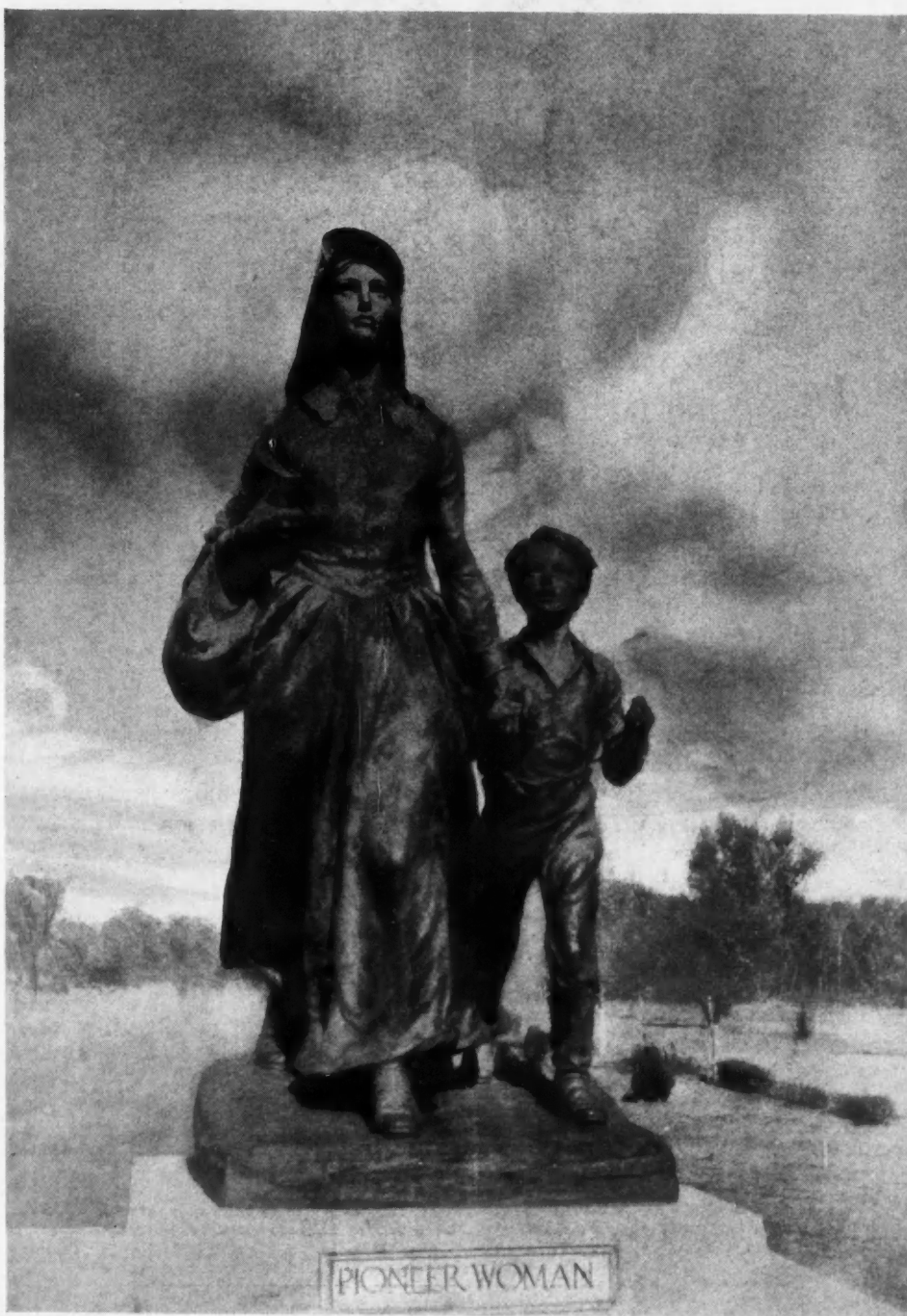


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TRAVEL SECTION



DISCOVERY OF MARIAS PASS

Arthur L. Scott, San Francisco

A TRAIN traveler today, crossing the Continental Divide along the southern border of Glacier National Park can look out the car window and see a life-size bronze statue of a man.

That man—John F. Stevens—was the last of a long line of hardy explorers whose quest was a new low-altitude crossing of the northern Rockies that explorers had sought but missed ever since Lewis and Clarke in 1804. Mr. Stevens was a survey chief for the Great Northern Railway when he made his historic discovery.

In the winter of 1889, Stevens set out to find the long-sought, low-level pass through the Rockies—the pass that would greatly shorten the rail route to the Pacific Northwest and the coast. That such a pass existed had long been believed. But the Blackfeet Indians had a superstitious fear of the region and would not act as guides to white explorers.

Stevens set forth from Fort Assiniboine, seven miles southeast from the present city of Havre, Montana. Through a blizzard he made his way to the Blackfeet agency, some

160 miles westward, where he finally engaged a Flathead Indian who did not share the Blackfeet superstition about the mystical terrors of the region.

It was December and bitter cold when Stevens and his Indian guide set out on snowshoes to find the headwaters of the Marias River—where the pass was believed to be. They were still several miles from their objective when the Indian gave up. Stevens carried on, found the pass and satisfied himself that he had really crossed the Divide. By this time it was dark.

Unable to build a fire in the deep snow, Stevens spent the night walking to and fro to keep from freezing. Next morning he returned to find the Indian almost dead from the cold. Together they went back to the Blackfeet agency.

Thus Marias Pass, which had been almost found by Lewis and Clarke in 1804 and had been vaguely known of even before that, was finally put on a map.

In later years Mr. Stevens commenting on his remarkable achievement, said simply, "It took a rather strong man to do that job. I

was pretty strong in those days." It was said of Mr. Stevens that he saw nothing romantic in his exploit. It was in line of duty and that was that. When the late great James J. Hill—the "Empire Builder"—instructed him to find the low pass which the Indians surrounded with so much fear and secrecy, he went out and found it. Later he helped Mr. Hill build the Great Northern Railway through this pass on its transcontinental span between St. Paul, Minneapolis, and Spokane, Seattle, Tacoma, and Portland.

Lewis and Clarke

Marias Pass was almost discovered 88 years earlier by Lewis and Clarke. That, too, is an interesting story which begins with Thomas Jefferson, third president of the United States.

For some years before he became president, Thomas Jefferson had been anxious to investigate the land between what was then called the "back" of the United States and the Pacific Ocean. His idea was that the western part of the continent should be explored by native Americans rather than by Europeans.

When he became president in 1801, he began at once to lay plans to send an expedition up the Missouri River, over the Rocky Mountains and down the Ouragan (now the Columbia) River.

Jefferson appointed his private secretary, Captain Meriwether Lewis, to head the expedition. Captain Lewis chose as his associate William C. Clarke, younger brother of George Rogers Clarke. The exploration was ostensibly scientific in nature. But before it got under way, the Louisiana Purchase brought the entire territory under the American flag and the party set out from St. Louis as an official government survey.

Starting out in May, 1804, the party consisting of 48 men ascended the Missouri River, their first objective being the Mandan villages near the center of what is now North Dakota. They battled the strong current and treacherous snags of the Missouri for 1600 miles, arriving at their destination—near the present site of Bismarck, N. D., late in October. There they built a number of huts and called the place Fort Mandan.

In April, 1805, the expedition set forth again. There were now but 32 in the party, the rest having returned to St. Louis. A month later, having passed the mouth of the Yellowstone River, they got their first view of the mountains. On the second day of June they reached a fork in the river and were in some doubt as to which way to proceed.

Captain Lewis ascended the north branch—Captain Clarke the south. Returning to the fork, they compared notes, decided that the south branch was the Missouri and accordingly named the north branch Marias River.

Had Lewis and Clarke followed the tributary Marias River to its source they would

Glacier Park Hotel, 12 miles from the Stevens monument; photo courtesy Glacier National Park



have found a shorter and easier way to the Pacific Coast in Marias Pass—which was not discovered until 84 years later. Instead, they continued up the Missouri to its source and from there continued over an Indian trail until they reached westward-flowing streams.

But, having reached and passed the Continental Divide, they were faced with most difficult problems. They were unable to find navigable waters and were forced to continue overland over rough and precipitous country. However, finding a tribe of friendly Indians, they obtained necessary horses and supplies. Eventually the expedition reached the Columbia River and, in November, 1805, the Pacific Ocean. There, near the present city of Astoria, they established winter quarters.

Lacking almost every necessity, Lewis and

Clarke were obliged to start back early. Had it not been for friendly Indians on the way, it is doubtful if they would have won their way back. They had no trade goods. But some of the tribes generously scorned payment for supplies—others accepted medical treatment in payment.

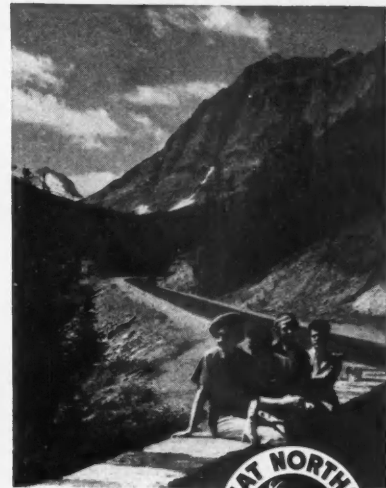
After an absence of over two years, the party returned to St. Louis, reaching there in September, 1806. They had traveled over 6000 miles—mostly through unknown wilderness. A business traveler today would be impatient if it took him more than two weeks to cover the same territory in a train.

The maps made by Lewis and Clarke contributed greatly to the knowledge of our country's geography. And certainly their notes and journals have provided some of the most thrilling pages in American history.

Not many men are present when their own monuments are erected—Stevens was



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Believe It or Not

THE young man with the elongated spats and other Scottish accouterments as shown in the accompanying picture, is none other than D. F. Robertson, a native of Perth, Scotland.

This young man emigrated to America a good many years ago. He got the travel bug on his journey over and has been traveling ever since.

In 1894 he started as assistant purser on the American liner City of New York. Two



. . . Emigrated to America Many Years Ago

years later he "pursed" on the City of Chester, a steamer which burned oil lamps for illumination and on which the third-class passengers brought their own eating utensils. The company was generous and supplied the food.

In 1900 Mr. Robertson became purser of the SS Ohio, operating from Seattle to Nome, Alaska, during the Klondike boom. In 1902 he became purser on the SS Minnesota, the largest steamer on the Pacific, operating from Seattle to the Orient. This steamer was built by James J. Hill, president of the Great Northern Railway, to carry Chinese to and from the Orient. Shortly

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after the ship was built the United States government passed the Chinese Exclusion Act.

On March 1, 1904, "D. F." was appointed manager of the safe deposit department of California Savings Bank in Los Angeles. In conjunction with this he operated the travel bureau, which was the foundation for his present organization. He has been at the present location, 408 South Spring Street, Los Angeles, for 34 years.

In June 1938 Mr. and Mrs. Robertson will leave on their 26th trip around the world. In passing, it may be well to say they will travel "under the auspices of the D. F. Robertson Travel Bureau" — which they highly recommend to all interested in going anywhere.

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* * *

In Scandinavia

H. E. Kjorlie, principal, Nevada City High School, spent the past summer in England, Norway, and Sweden, where, during the course of his eleven-week visit he was able to take 1200 feet of movies and 250 frames of still films. Mr. Kjorlie reported an especially interesting visit through the Stockholm Technical High School.



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Bernice Huff
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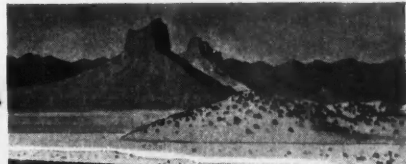
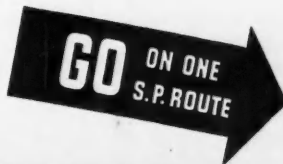
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sit at home in indifference as to how the other peoples of the world live and have lived.

For all who appreciate their Old World heritage, there is always a call to foreign shores.

To obtain the most in travel one must take with him the mental resources by which he may be truly conscious of the new experiences that will confront him.

These may come as the emotion that arises when one stands before some of the world's masterpieces in painting, sculpture or architecture; they may come in a panorama of places where men have fought for causes good and bad.

They may come through the incense-laden air that fills the lofty aisles of some Gothic shrine. There, in the cathedral, one may see how forest aisles and "depth of woods" have been transmuted and idealized into vaulted nave, transept, choir, and high embowered roof, while the stained-glass windows recall the splendors of a sunset seen through leafy boughs against a sky of ravishing color.

At Rome, in the storied stones of the Forum, we may find page after page of the history of the Eternal City, from its founding down through the ages of the Republic and Empire to the present.

Ancient, medieval, and modern Rome are there with their messages of pathos and disaster. Crumbling brick walls and lone columns stand like sentries watching over the dead capital that once ruled an empire from the borders of Scotland to the Euphrates.

We may walk the streets of Florence and gaze at its sturdy palaces that have changed so little since the days of Leonardo and Lorenzo the Magnificent, or we may drift lazily in a gondola on the shadowy canals of Venice with the satisfying pleasure of a long-wished-for dream come true.

In Florence, in the open court of the Uffizi Gallery, the traveller may look upon the statues of the great characters of Florentine history. Then he will have a more sincere regard for the influence of the men of Florence on human progress.

What thoughtful traveller is not astonished when he beholds for the first time the masterpieces of art which had their origin in this city of Tuscany during those far-off centuries.

There is an old Dutch saying, "home-keeping lads have ever homely wits." In modern education travel ought to rub the rough corners off the home-keeping youth and give him a polish he could acquire in no other way. It ought to soften prejudice and liberalize the mind.

Why, then, do so many travellers to Europe fail to bring back little more than photographs, perfumes and laces? It may be due largely to the lack of preparation for

travel and the mistaken notion that sight-seeing is the chief end of travel. Let him not think, however, after he has tramped through Windsor Castle or Sans Souci, that he knows the country and the people.

Let him visit the out-of-the-way parish churches at sunrise if he would see more of the religious character of the people than he will see in a visit to Notre Dame or St. Paul's.

Let him walk alone in the market-places and he will get more of the local color and life of Europe than he will ever get from a hurried afternoon trip through a long series of cathedrals, galleries, museums, and shopping centres.

The old book highways to culture seem to be partly displaced by the more agreeable

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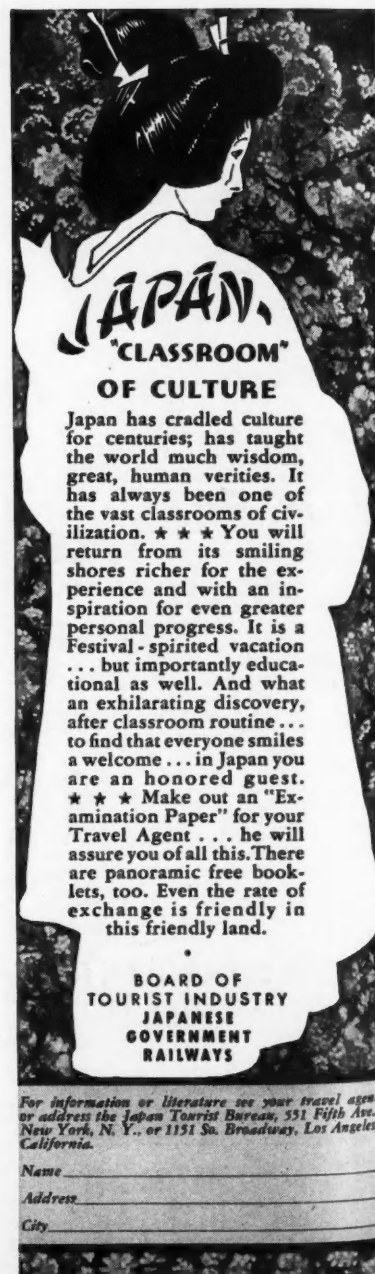
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road of travel in foreign lands. The old
routes of memorizing the printed page as
well as the grind of textbook learning must
always remain open, but the broader and
pleasanter way will offer less obstacles and
entice more adult pilgrims.

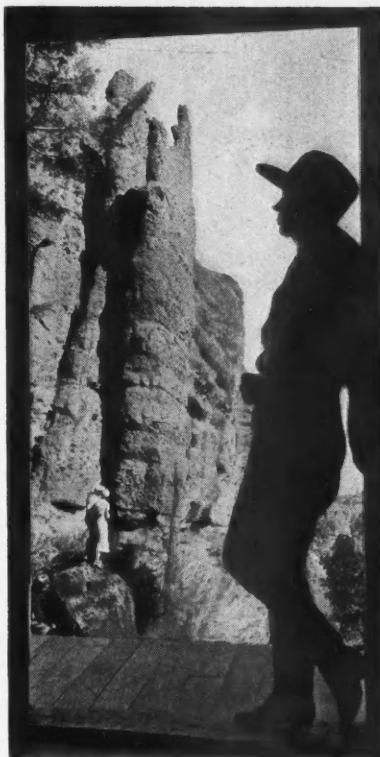
It is not to the dead past that such travel
alone leads us, but to places where we may
catch a glimpse of the salient events and
tendencies in human progress which make
for fertility for the present and seed for the
future.

Travel of the right kind changes places
from names on a map to pictures within the
mind. The Rhine and the Danube are some-
thing more than swift-flowing rivers—they
become panoramas of history. In the many
legends and songs of these mighty rivers
we learn of their historical travails.

Along their banks the troubadours tuned
their lyres and sang the romantic stories of
the Niebelungen, the Crusaders, the Ro-
mans, the Moslems and the barbarian hordes.
What a wealth of fireside travels remains in
the memory of one who has added these
experiences to life's journey!

In what better or pleasanter way could
we hope to acquire an appreciation and un-
derstanding as well as a knowledge of the
accumulated wealth of human progress than
by making little journeys to the shrines of
art, to the homes of great authors, and to
the countless spots on which the drama of
mankind has been enacted.

"Once seeing is better than a thousand

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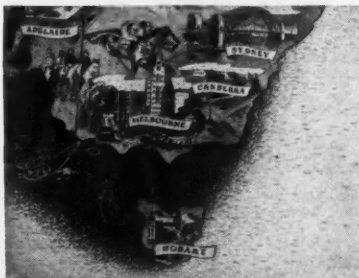
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"West, west, home is best" still holds true, but who really knows the true worth of "home" who has not seen how the other half lives?

The value of travel for an increased appreciation of literature becomes obvious when one reflects that physical environment is one of the inevitable conditions of literature just as is intellectual environment. What would Masfield be without the sea, Hardy without his Wessex or Dumas without his Paris?

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Of the richness of continual associations it is perhaps sufficient to cite one example—that of Italy. If we think only of poetry we at once see Italy as a significant contributor to our literature, from the time Chaucer visited it in the diplomatic service and met Petrarch, down to our own Amy Lowell.

Between these two are many names of

literary fame who found in the spell of Italy the inspiration for their verse. Milton, Byron, Keats, Shelley and Browning are among the famous travellers who wove into unforgettable lines the murmur of the life that belonged to ages past.

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High point of the Moscow season this year is the 353-acre All Union Agricultural Exposition opening August 1, picturing the enormous achievements made in the mechanization and collectivization of U. S. S. R. agriculture.

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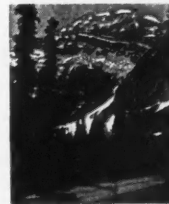
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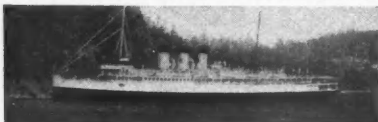
Add the towering Canadian Rockies—an easy side trip from Vancouver or Prince Rupert. Golf, swimming, canoeing, riding—in Jasper National Park. Alpine tours include the spectacular Columbia Icefield—new this year! Rates at Jasper Park Lodge from \$7 a day, with meals. Get scenic folders; early reservations are urged.

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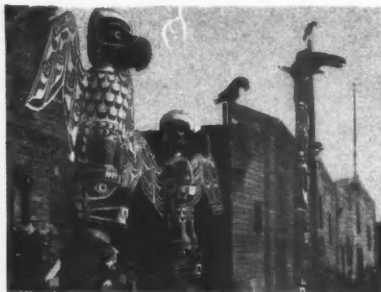
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Mexico City

Douglas Malcolm, American Express
Travel Service

MODERN Mexico City is in the throes of change. Not since the days of the Spanish conquerors has it been transformed as radically as it has since the turn of the century.

Now covering an area of about 20 square miles, the city is still growing and changing so rapidly that travelers find whole sections of it made over within a few years, new streets laid out and old haciendas cut up into building lots. Because of its semi-tropical climate and its record amount of sunshine, Mexico City is destined to become increasingly popular as a winter travel haven.

Mexico City owes its site to the ancient Aztecs. Like ancient Troy, it has been built one city on top of another, and historians believe that today Indian temples still exist in the subsoil there, having sunk gradually into the earth because of their great weight.

The ancient city of Mexico was a watery kingdom. Its entire valley was made up of a series of large lakes, and Mexico City itself was founded on an island in the Lake of Texcoco. The town had an elaborate system of canals and dikes; some of its houses were built on stilts in the water, and waterways connected it with various parts of the valley so that Aztec rulers could sail up and down visiting their cities.

In the center of the old Aztec city and

on the site of the present Cathedral once stood the great pyramid of Teocalli. It was constructed of earth and rock, with a covering of hewn stone, and when it was completed in 1486 the ruler, Ahuizotl, had some 20,000 people sacrificed as a dedicatory offering. Square, the pyramid was divided into five parts or stories of diminishing size. Stairs led around the base of each story, then up, so that at great religious celebrations the procession of priests wound round and round the Teocalli as they ascended it.

Today among the relics tourists find most interesting in Mexico City is the sacrificial stone, a large block of jasper once at the summit of Teocalli and now in the National Museum. Sanctuaries also topped the pyramid, and the fires burning before them were never allowed to go out. Most curious of the religious emblems there was a large drum, covered with snake skins and struck only on extraordinary occasions.

When the Spaniards conquered Mexico City, they demolished the great Teocalli and the Aztec city so completely that scarcely a bit of either remains today. In four short years they destroyed this earthly paradise and raised in its stead a city stamped with the mark of their own civilization. Their city, Mexico City, lost the relics and buildings of Aztec civilization, but with its natural surroundings and its new architecture, it was soon to rank as one of the most beautiful in the world.

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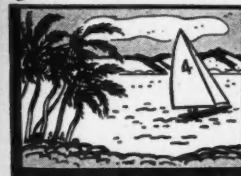
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SIERRA EDUCATIONAL NEWS

McClures in Mexico

Two California Teachers Abroad

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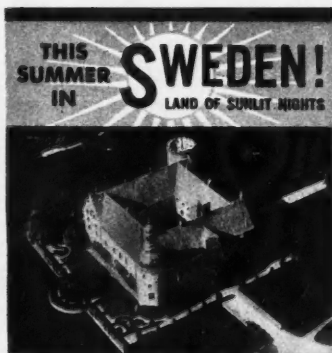
Review by Roy W. Cloud

CATHARINE M. WOOD of the San Diego city schools has written a very interesting book, "Palomar, from Teepee to Telescope." Miss Wood has reviewed the history of a portion of San Diego County. Beginning with the earliest times, she carries the reader through the vicissitudes and pleasures of the people who settled this part of California. The lives of the pioneers are discussed in an intimate and friendly manner, which makes the book very readable.

Palomar is to be the home of the California Institute of Technology observatory with the 200-inch lens. In addition to descriptive and biographic material, animal and plant life are discussed. A section of the book is devoted to the flora of the neighborhood. "Palomar" is generously illustrated with photographs and each picture used adds greatly to the interest of the book, which is a distinct contribution to the local history of California.

* * *

Through by Rail, by Charles Gilbert Hall, a new social-studies reader for use in the intermediate grades, recently published by Macmillan, is a praiseworthy travel book in the best modern style.



Vittskövle Castle, built 1351

Magnificent chateaux with moats and exquisite gardens, the homes of noble families—Visingsö Island and the old Brahe Church where the bridal crown reveals the touching story of Royal romance—the massive medieval strongholds of Vadstena and Gripsholm—the beautiful Canal and Lake Country—these changing scenes of peaceful charm and fascinating beauty are high spots on the ideal motor tour of Sweden.

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ATLANTIC CITY MEETING

CONVENTION OF AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Roy W. Cloud

THE convention of American Association of School Administrators was held February 26 to March 3 at Atlantic City. California educators who attended took part in many programs and contributed materially in the success of the meeting.

On February 24 and 25, association officials were invited to the White House by President Roosevelt to discuss education in the nation and to confer with him on the Reeves Report proposing federal aid for education.

Floyd W. Reeves, chairman, President's Advisory Committee, formerly school superintendent in South Dakota and on leave from the University of Chicago with the Tennessee Valley Authority, had just completed, with the members of the committee, an intensive study of the needs for federal aid to education.

This committee report was before the President, who sought the advice of leading educators of the country before giving it his official approval or disapproval. Among those summoned was John A. Sesson, superintendent of schools, Pasadena, president of California Teachers Association and president-elect of American Association of School Administrators.

On February 24 and 25, the National Conference of Progressive Education Association was in session in New York City. Forty California delegates at the Atlantic City meeting also attended the New York convention, and report a stimulating and well-balanced program.

Forty-three Californians traveled together in a special train by a southern route, and visited schools and historic spots. This group was entertained by the teachers and the Board of Education of Houston, Texas, under direction of Superintendent E. E. Oberholtzer. Houston schools were visited in the morning, and in the afternoon the Californians assisted in a teachers institute, at which the speakers were Dean W. W. Kemp, University of California School of Education; Walter L. Bachrodt, superintendent of schools, San Jose; Walter Swanson of San Francisco Convention and Tourist Bureau; C. B. Moore, assistant superintendent, Los Angeles City Schools; E. W. Jacobsen, superintendent of schools, Oakland; and Roy W. Cloud, executive secretary, California Teachers Association.

Other interesting stops made by the group were at New Orleans; Montgomery, Alabama, the old capital of the Confederate States of America; and St. Augustine, Florida. A full day's stop was made at Rich-

mond, Virginia, to visit Williamsburg, Yorktown and Jamestown. This group, which left California on the previous Sunday, reached Atlantic City on Saturday morning in time for the opening sessions.

Participating Californians

Californians whose names are listed as having participated in the program as speakers at general sessions and section meetings were:

Edwin A. Lee, director, National Occupational Conference, New York; Frederick M. Hunter, chancellor of higher education, University of Oregon; John A. Sesson, superintendent of schools, Pasadena; Paul R. Hanna, associate professor of education, Stanford University; G. Derwood Baker (principal, South Pasadena High School, on leave), acting principal, high school division, Lincoln School, Columbia University; Will C. Crawford, superintendent of schools, San Diego; Grayson P. Kefauver, dean, School of Education, Stanford University; Percy R. Davis, superintendent of schools, Santa Monica; Mrs. Gertrude H. Rounsaville, Board of Education, Los Angeles; Vierling Kersey, superintendent of schools, Los Angeles; K. E. Oberholtzer, superintendent of schools, Long Beach; Will French, Teachers College, Columbia University, former superintendent of schools, Long Beach; C. G. Wrenn, University of Minnesota, formerly of Stanford University; William G. Carr, director, N. E. A. Research Division, formerly director of research, California Teachers Association; Edwin Kent, county superintendent, Santa Rosa; A. R. Clifton, county superintendent, Los Angeles; George C. Bush, superintendent of schools, South Pasadena; Walter C. Eells, coordinator, editor of Junior College Magazine, Washington, D. C., on leave from Stanford University; George H. Merideth, deputy superintendent of schools, Pasadena; Harold B. Brooks, principal, Washington Junior High School, Long Beach; F. C. Wooton, Department of Education, Claremont Colleges; Curtis E. Warren, superintendent of schools, Santa Barbara; Osman R. Hull, professor of education, University of Southern California; Willard E. Givens, secretary, N. E. A.

Among the Californians who were officers of the convention at this year's session were:

M. G. Jones, principal, Huntington Park Union High School—past-president presiding at the first big banquet on Saturday evening.

F. L. Thurston, executive secretary, Southern Section, California Teachers Association—president and presiding officer of Phi Sigma Sigma, fraternity of secretaries of teacher-organizations, presiding at the fraternity banquet on Sunday night.

George C. Bush, superintendent of schools, South Pasadena—president of the executive board of the association, conducting the meetings of that group.

Helen Holt of Alameda, N. E. A. director for California and western director of Classroom Teachers League, who participated in League affairs at the convention.

Officers elected for the coming year included the following Californians:

John A. Sesson of Pasadena, elected president of the Association by a large majority.

Officers of the Northern California Junior College Association are: Harry Tyler, dean of student personnel, Sacramento Junior College, president; Claude Settles, dean, San Benito Junior College, Hollister, vice-president; and Roland Abercrombie, chairman of the commerce department, San Mateo Junior College, secretary-treasurer. The association held a recent meeting in Sacramento, at which the problem of the sphere of responsibility for the various agencies of higher education in California was considered.

Roy W. Cloud, executive secretary of California Teachers Association, elected president of National Association of Secretaries of State Teacher Associations.

Nicholas Ricciardi, president of San Bernardino State College, elected president of American Association of Junior Colleges at a convention in Philadelphia which followed the Atlantic City convention.

Frank W. Thomas, president, Fresno State College, was elected president of American Association of Teachers Colleges.

Preeminent lay speakers who took part in the program were:

(1) Helen Keller, who with her teacher demonstrated methods by which Miss Keller, although blind, deaf and dumb, had learned to talk and to recognize certain conditions surrounding her. As part of Miss Keller's demonstrations of her ability to understand human speech, she carried on a discussion of the program with George C. Bush by placing her fingers on his lips when he spoke. At the close of her address, she was honored by Dr. Caroline S. Woodruff, president, National Education Association, with honorary membership in the national association. Miss Keller feelingly responded to this presentation.

(2) Francis B. Sayre, formerly professor of law at Harvard University, and now Assistant Secretary of State of the United States of America, who discussed the place of education as necessary training for citizenship in a democratic country.

(3) Rear-Admiral Richard E. Byrd, who gave the story of his adventures in Antarctica.

(4) The Honorable Adrian K. Hugessen, Senator of the Parliament of the Dominion of Canada, whose subject was Canada and its educational program.

Musical selections, folk dancing and pageantry presented by the Atlantic City School Department were of an extremely high order. The Westminster Choir from Princeton University, under the direction of John Finley Williamson, gave a number of selections and responded liberally to the applause which greeted each of their numbers.

The Wednesday night meeting, which closed with a two-hour exhibition of championship ice-skating, was one of the most spectacular programs ever presented at a meeting of this kind. Participants from Boston, New York, Philadelphia and from various parts of Canada gave marvelous skating displays.

At the election on Wednesday afternoon, J. W. Ramsey, superintendent of schools of Fort Smith, Arkansas, was elected as the member of the executive board to succeed George C. Bush of South Pasadena. A member of the board is ineligible for reelection; Mr. Bush has just completed his four-year term.

THE California Breakfast, which attracts considerable attention at the various national education meetings, was held at the Ambassador Hotel on Monday morning, February 28, at seven o'clock. Even at that early hour, with one of Atlantic City's "unusually" cold mornings, 149 Californians and former Californians gathered to renew acquaintances and listen to greetings by various convention officials and friends of long standing. John A. Sesson, president of California Teachers Association, presided, and in his usual friendly manner gave the meeting the right kind of a start. Many speakers were on the program.

Among those who responded were Willard E. Givens, executive secretary of N. E. A.; C. B. Glenn, president, American Association of School Administrators; A. S. Chenoweth, superintendent of schools, Atlantic City; and John F. Brady, deputy superintendent of schools, San Francisco, who ex-

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Sierra

EDUCATIONAL NEWS

JOHN A. SEXSON *President*
ROY W. CLOUD *State Executive Secretary*
VAUGHAN MacCAUGHEY *Editor*



VOLUME 34

APRIL 1938

NUMBER 4

DEMOCRACY AND YOUTH

CALIFORNIA TEACHERS ASSOCIATION, EDUCATIONAL CONFERENCE,
APRIL 8, PALACE HOTEL, SAN FRANCISCO. PRESIDING, EDITH E. PENCE,
CHAIRMAN, C. T. A. STATE COMMITTEE ON YOUTH PROBLEMS.

YOUTH? The word itself suggests infinite possibilities for good — for bad; for success — for failure; for happiness — for sorrow; for weal — for woe.

Every day, in every civilization, the attention of discerning adults is focused upon youth — for the pattern of the future of any society is shaped to some degree by the aspirations, the beliefs, the attitudes, and the idealism of Youth.

"How Fare American Youth?" asks Homer P. Rainey, speaking for the American Youth Commission of the American Council on Education.

In seeking the answer to this question, one usually turns to the home, the church, the school, and to youth itself for the answer, for these have been the forces which have shaped the lives and directed the fortunes of Youth.

Today the scene seems to be changing. New agencies, in some places, are seeking to supplant these traditional agencies for the nurture of Youth and to determine what Youth shall believe, what Youth shall do, and into what pattern the society of tomorrow shall be poured.

In some nations the State prescribes the training Youth shall receive, the agencies that shall train them, and the ideas and ideals to be taught. Protagonists of conflicting theories of political control are attempting to draft Youth into an army specifically designed to support and sustain a predetermined political organization. Economic groups are likewise pushing active campaigns calculated to enlist Youth in a crusade in support of one or another of existing economic orders. Proponents of antagonistic creeds in all areas of human thought are feverishly seeking to implement their respec-

tive causes by securing the support of Youth.

WHAT about America? Are there indications that we are neglecting to bring to the support of our institutions the irresistible forces inherent in our Youth? Are we giving Youth an opportunity to develop its best qualities in the most effective way for the welfare of Youth itself and of democracy? What is our nation doing and what is our state doing to promote the best good of democracy through its on-coming citizens?—John A. Sexson.

Morning Session — 9:30 a. m.

Statement of the Problem—Dr. John A. Sexson

The Challenge — Honorable James A. Johnston, warden, Federal Prison, Alcatraz

Youth Presents the Problem—Hilda Kessler, student, University of California, Berkeley

The State and its Youth—Kenneth Beam, consultant on Coordinating Councils for the State Department of Education, formerly special field agent for National Probation Association

The Nation Faces its Youth Problem — Chester Rowell, editor, San Francisco Chronicle and member of National Youth Commission

NOON

Afternoon Session — 2:00 p. m.

THE obstacles confronting Youth vary from day to day, from society to society and with respect to a complexity of environ-

mental factors too numerous to describe.

Youth must find its place in the social, political, and economic order — both for the perpetuity of that order and for the happiness and welfare of Youth.

Problems of unemployment, poverty, insecurity, unsettled home conditions, lack of educational opportunities, and a host of kindred problems impede the paths of Youth toward self-realization.

A vast majority of the charges of delinquencies filed against Youth allege anti-social acts committed for personal or financial gain or in an attempt to gain security against hunger, poverty, frustration of fundamental desires, defeat or failure.

"Against whatever odds there are" democracy must protect the home wherein Youth is now domiciled and must provide opportunities to prepare every Youth to establish and maintain a happy home of his own and to live a well-rounded, successful, satisfying life.—John A. Sexson.

The Importance of the Home—Dr. Gertrude Laws, Bureau of Parent Education, State Department of Education

Meeting the Problem of the Broken Home—Katharine Felton, executive secretary, Children's Agency, San Francisco

The Contribution of Church and Religious Agencies — Reverend Stanley A. Hunter, St. John's Presbyterian Church, Berkeley

The Program of Recreation and Youth Organizations—Josephine Randall, superintendent of recreation, San Francisco

Youth and the Employment Situation—Dr. H. A. Sotzin, professor, industrial arts association, San Jose State College

The School, A Coordinating Agency — Dr. Virgil E. Dickson, superintendent of schools, Berkeley; expert, Coordinating Councils

4:00 p. m.—Open Forum Discussion.

PIONEER WOMAN OF THE WEST

ON this month's cover is shown the Pioneer Woman, a heroic bronze statue at Ponca City, Oklahoma. The copyright photograph is reproduced by courtesy of Morton Harvey, photographer there. A. E. Runnels, secretary of Ponca City Chamber of Commerce, was most helpful in enabling us to obtain the photograph.

The story of the remarkable monument briefly is this: E. W. Marland, longtime Ponca City oil man (and now Governor of Oklahoma), believed that there should be a statue to the pioneer woman who helped so materially in the settlement of the West.

A competition was announced, and 12 prominent American sculptors submitted models. These were shown in leading cities throughout the United States, and the people of each community voted on their idea of the best type. In this democratic way the model of Bryant Baker of New York City was chosen.

The statue, with its foundation, is approximately 50 feet high. It was dedicated April 22, 1930. The opening remarks were made by President Herbert C. Hoover by radio from Washington, D. C. Chief speaker at the exercises in Ponca City was the late Will Rogers. At the close of the ceremonies, Mr. Marland gave the Governor of Oklahoma a deed to several acres surrounding the statue, thus presenting the grounds and the statue to the State of Oklahoma. Total cost of the Pioneer Woman statue project was over a quarter-million dollars, all provided by Mr. Marland.

PUZZLES AT SCHOOL

Arthur C. Hearn, Teacher, Red Bluff Union High School, Tehama County

THE rise of newspaper, magazine, and radio features under such headings as Brain Teasers, Professor Quiz, Twizzlers, et al., is adequate testimony to the fact that people as a whole enjoy solving "puzzle" problems.

The belief that selected puzzles had great potentialities as teaching aids led the writer to experiment with them in the classroom, with very interesting and significant results.

The fact that an understanding of many of the puzzles involves the use of fundamental mathematical processes indicates that this feature can readily be directed toward the attainment of the objectives of any mathematical class.

An example will illustrate this point. Several years ago, a certain metropolitan newspaper printed the following "proof" of the "fact" that "two equals one":

$$\begin{array}{ll} \text{Let } x = a & \\ \text{Then } x^2 = ax & \text{(multiplying by } x) \\ x^2 - a^2 = ax - a^2 & \text{(subtracting } a^2) \\ (x-a)(x+a) = a(x-a) & \text{(factoring)} \\ x+a = a & \text{(dividing by } x-a) \\ 2a = a & \text{(substituting } a \text{ for } x) \\ 2 = 1 & \text{(dividing by } a) \end{array}$$

This "proof" was introduced in a class in elementary algebra, studying factoring. The class, quite naturally, was intensely interested. Common sense told them that two could not possibly be equal to one, yet here was mathematics, often called "the exact science," saying that two does equal one. How come?

The "how come," however, was the class assignment. That is, the group was asked to discover, if possible, just where the fallacy was. A few were successful. They discovered that, at one point in the proof, the

equation had been divided by $x-a$, which by hypothesis was equal to zero. It is my belief that every youngster who solved that puzzle, as well as many who did not, will not soon forget the mathematical impossibility of division by zero, a fact with which countless youngsters have had their troubles.

A second problem, also given to the algebra class, was put in the form of a game in which each pupil was a player. To begin, each was instructed to write some number on a piece of paper. To this number he added 12, then multiplied the result by 2. He divided the answer by 4, then subtracted one-half the original number. Pupils in various parts of the room were asked their answers. Great was the surprise when each in turn answered "Six," since all had begun with different numbers. Once again, how come? And once again, they had made their own assignment. For many, it was an easy job. Representing the original number by x , the whole problem, expressed algebraically, became $\frac{2(x+12)}{4} - \frac{x}{2}$, which amounts to adding half of twelve to half the original number, then subtracting half the original number. The remainder, of course was merely half of 12, or 6, regardless of the original number.

Moreover, while the problem was a source of fun for the class, it also afforded practice in algebraic representation, a fundamental skill absolutely necessary for success in algebra.

THE final illustration is solely arithmetical, yet the enjoyment it gave, even for high school seniors, was great, and few indeed were those who arrived at the complete solution in less than two hours' time. The problem was to use exactly four fours, to-

gether with the symbols $+$, $-$, \times , \div , and parentheses, to represent each number from 1 to 21 inclusive. Decimals and fractions could be used. For example,

$$\frac{4+4}{4+4} = 1; \quad \frac{4 \times 4}{4+4} = 2; \quad \frac{4}{.4} + \frac{4}{.4} = 20.$$

Most of them are easy, but such numbers as 13, 19, and 21 made them think! And the practice in the manipulation of numbers made the time spent well worth while.

Psychologically Sound

These are but samples of what, from an experiment, became a much looked-forward-to feature of the mathematics class. The experience was psychologically sound in that it aroused student interest and held it. Manifestations of this interest included the following:

Many students brought to class puzzles that they themselves had discovered; several attested to hour after hour of outside work on a problem, with great satisfaction derived when the solution was found; and the results in numerous cases have been a revised, wholesome attitude toward a subject which previously had been bad medicine to the participant—a kind of penalty exacted of him because he wanted to go to college.

* * *

Bernice Baxter, director of instruction for elementary and junior high schools, Oakland, has a significant paper in a recent issue of Journal of National Education Association on rating teachers personal effectiveness.

Miss Baxter presents an excellent chart analyzing six phases of personal efficiency and five levels of achievement. School people will find Miss Baxter's interesting paper of great practical value.

* * *

Dr. John K. Norton of Teachers College, Columbia University, and formerly director of research of National Education Association, came to California during February to attend the funeral of his mother, Mrs. Alice Norton, who had recently retired, and who for many years was principal of San Miguel School, San Francisco, and resided at Palo Alto.

* * *

Los Angeles association of school secretaries has had a course on telephone voice technique, similar to the one recently given in Pasadena.

* * *

Helen F. Holt of Alameda, National Education Association director for California, has written a noteworthy paper appraising the services rendered by professional organizations of teachers, published in the recent yearbook of National League of Teachers Associations.

Miss Holt is western vice-president of the National League. Her worthy paper comprises 4 pages, with bibliography, and contains many references to the work of California Teachers Association.

A CODE OF ETHICS FOR THE TEACHING PROFESSION

Developed and published by National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C., from whom it may be obtained in leaflet form.—ED.

IN ORDER that the aims of education may be realized more fully, that the welfare of the teaching profession may be promoted, that teachers may know what is considered proper procedure, and may bring to their professional relations high standards of conduct, the National Education Association of the United States has developed this code of ethics.

Relations with Pupils and to the Community

The schoolroom is not the proper theatre for religious, political, or personal propaganda. The teacher should exercise his full rights as a citizen but he should avoid controversies which may tend to decrease his value as a teacher.

The teacher should not permit his educational work to be used for partisan politics, personal gain, or selfish propaganda of any kind.

In instructional, administrative, and other relations with pupils, the teacher should be impartial, just, and professional. The teacher should consider the different interests, aptitudes, abilities, and social environments of pupils.

The professional relations of the teacher with his pupils demand the same scrupulous guarding of confidential and official information as is observed by members of other long-established professions.

The teacher should seek to establish friendly and intelligent cooperation between the home and the school.

The teacher should not tutor pupils of his classes for pay.

Relations to the Profession and to Fellow Workers

MEMBERS of the teaching profession should dignify their calling in every way. The teacher should encourage the ablest to enter it, and discourage from entering those who are merely using the teaching profession as a steppingstone to some other vocation.

The teacher should maintain his efficiency and teaching skill by study, and by contact with local, state, and national educational organizations.

A teacher's own life should show that education does ennoble.

While not limiting his services by reason of small salary, the teacher should insist upon a salary scale suitable to his place in society.

The teacher should not exploit his school or himself by personally inspired press notices or advertisements, or by other unprofessional means, and should avoid inuendo and criticism particularly of successors or predecessors.

The teacher should not apply for another position for

the sole purpose of forcing an increase in salary in his present position.

School officials should not pursue a policy of refusing to give deserved salary increases to their employees until offers from other school systems have forced them to do so.

The teacher should not act as an agent, or accept a commission, royalty, or other reward, for books or supplies in the selection or purchase of which he can influence or exercise the right of decision; nor should he accept a commission or other compensation for helping another teacher to secure a position.

A teacher should avoid unfavorable criticism of other teachers except such as is formally presented to a school official in the interests of the school. It is also unprofessional to fail to report to duly constituted authority any matters which involve the best interests of the school.

A teacher should not interfere between another teacher and a pupil in matters such as discipline or marking.

There should be cooperation between administrators and classroom teachers, founded upon sympathy for each other's point of view and recognition of the administrator's right to leadership and the teacher's right to self-expression. Both teachers and administrators should observe professional courtesy by transacting official business with the properly designated person next in rank.

The teacher should not apply for a specific position unless a vacancy exists. Unless the rules of the school otherwise prescribe, he should apply for a teaching position to the chief executive. He should not knowingly underbid a rival in order to secure a position; neither should he knowingly underbid a salary schedule.

QUALIFICATION should be the sole determining factor in appointment and promotion. School officials should encourage and carefully nurture the professional growth of worthy teachers by recommending promotion, either in their own school or in other schools. For school officials to fail to recommend a worthy teacher for another position because they do not desire to lose his services is unethical.

Testimonials regarding a teacher should be frank, candid, and confidential.

A contract, once signed, should be faithfully adhered to until it is dissolved by mutual consent. In case of emergency, the thoughtful consideration which business sanction demands should be given by both parties to the contract.

Due notification should be given by school officials and teachers in case a change in position is to be made.

CLASSROOM SPEECH

WHAT PRACTICAL PROBLEMS CONFRONT THE SECONDARY SCHOOL TEACHER OF SPEECH AND HOW MIGHT THEY BE TREATED?

Joseph Burton Vasche, Oakdale Union High School, Stanislaus County

"Lack of proficiency in speech is probably the weakest point in the educational acquisitions of a huge majority of the graduates of our schools today."—Whitney.

NUMEROUS problems confront the teacher in her attempts to attain the objectives of the speech program. It shall be the purpose of the present paper to consider briefly several of the most important of these speech problems and to advance definite suggestions for their treatment.

1. *What of the student who dislikes speech activities?* A basic problem in secondary-school speech is that of leading students into developing an interest in, and a desire to participate actively within, all types of speech experience. Why students should be permitted to approach adulthood afraid to speak is a challenging question. Yet, that is precisely the situation facing every teacher today—the vast majority of students not only are afraid to speak—but hate to!!!

Conditioned fear might be a plausible explanation for many of the student fears of, and dislikes for, speech experiences. Psychologists cite examples of children who acquired parents' and group aversions, and went through life carrying dislikes given them in earlier periods of life. Fears of snakes, of the dark, of the "bogie-man," of certain racial groups, etc., etc., have been developed in children through influence of adults who appeal to lack of insight and imagination in punishing or teasing them. Development of fear and dislike of speaking might follow similar lines.

Separate speech experiences from traditional formality, though, and an entirely different picture emerges. Ordinary conversation is one instance where certainly all fears and dislikes do not exist. Group activity—verse-speaking choir especially—is another instance where what is being done so captivates the individual that he forgets his fears. Varied group-individual activity of the type of supposed radio broadcasting provides an additional situation wherein even the most disinterested becomes absorbed in his share in the undertaking.

Another possible explanation might lie in the fact that our scheme of educa-

tion is so organized that initial failure or discomfort led to the setting up of a barrier which was never removed by subsequent experiences, and for this condition education is wholly to blame. The writer knows students, now graduates of high school, college, and university, who boast of the fact that they went through school without having to give more than a minimum number of speeches and reports, and in some cases none at all. Teachers in some classes assign speeches—students come unprepared—grades of F and reprimands ensue—the situation is repeated over again a few times—then speaking is forgotten for the year. And the same thing occurs year after year, with the result that graduation comes and the student has missed one of life's richest experiences.

In this connection, one California high school has added this basic requirement—"No student may be awarded a diploma of graduation until he has demonstrated his ability to speak in an intelligent manner before an assembled group." While this statement is perhaps too forceful, it does represent an ideal well worth working toward in every secondary school.

Within the past few years, the writer has had the pleasant experience of observing the development of many public speaking groups. At the start of each and every course, practically all students are marked by decided lack of personal confidence, intense fear of public speaking as a "subject," by an admiration rivaling that of "hero-worship" for the individual who can speak, and, fortunately, in most cases, by a desire to learn to talk "reasonably well" by the end of the term. As an initial step in the teaching process, the instructor endeavors to gain complete confidence of every member of the group. Various means are taken advantage of in this respect—informal personal chats, active interest in the student's general welfare manifested in the form of questions frequently asked about his athletics and

outside interests, introductory class periods devoted to reading of student-selected verse chiefly humorous in nature, etc. The main body of the course is approached gradually, and is reached only after students seem naturally ready for it.

As the course progresses, the established qualities characterizing students at the outset fade under the development of subsequent insights, with the result that at the close of the school year it is possible to note distinct changes in each and every individual member of the class. Maturation occurs and this is definitely manifested in all aspects of the student's behavior.

2. *What of existing low standards of speech performance?* A second problem is that of what to do about the low standards of speech performance which today characterize many secondary-school students.

Habits of slovenly pronunciation are frequently noted. In these days of speed, Americans do not have time to enunciate each and every syllable in a word, so instead of saying "What do you want?" or "What are you doing?" they say "Whatchawant?" or "Whatchadoin?" and for "Did you eat your lunch?" they say "Didyaeatchlunch?" Likewise, no attempt is made to separate words; instead, the vogue seems to be to talk as rapidly as possible, running all words together as was evidenced in the foregoing samples. The over-use of contractions ("can't," "don't," "won't," "isn't," etc.) is another characteristic of the jargon of the present day. In short, the habit seems to be to speak in as loose and carefree manner as is necessary to just present the idea to the listener. To do it clearly and correctly is beyond the point, and apparently quite valueless.

Youth is not to be blamed for the existing linguistic standards. Low standards of adult performance are definitely responsible for conditions as they are, and it is against this influence that the school of today must work. Language to the middle-aged adult means the none-too-pleasant grammar experiences of the formal one-room schoolhouse of the 80's and the 90's—or, if the person were fortunate enough to advance into the high school of that day, Latin syntax and rhetoric. No connection at all was made

between everyday conversational style and that which was taught from a scholarly, technical book, with the result that after quitting school, as most students did, the individual settled back into the careless conventional style of living and slipshod thinking and the language of his associates became his language. Present-day practices are the result, then, of a long period of general public misuse of language. We need only to listen to a radio comedy or two, to read popular fiction, or to talk with the average man on the street to realize how serious the situation is.

Educational and cultural groups must combine forces if conditions are to be improved. As organized groups, much may be accomplished along the line of persuading radio, motion pictures, newspapers, magazines, and other molders of public opinion to exercise correct use of speech and language forms.

Salvation for the school lies in the approach which is used in the teaching process. Make use of sound psychology in presenting factors basic to speech, and the matter will be satisfactorily cared for in correct student usage. Then and only then will students see a reason for doing that which is correct.

3. *How important are environmental factors in speech development?* It cannot be denied that such environmental factors as the home, neighborhood associates, and all other out-of-school sources do influence one's speech. The child enters the first grade at six, with his language foundation fairly well-established, and possessing a pattern which, with few possible modifications, will accompany him throughout life.

In addition to this basic language pattern which has resulted from imitation of the speech of parents and other pre-school associates, the student acquires habits and mannerisms from later contacts, all of which go together to present the school with a sustaining problem. Fortunately, the majority of speech-problem cases are straightened out with the development of regular school experiences; however, occasionally one does appear which apparently thwarts all attempts at improvement.

One of the first factors to be analyzed in diagnosing a so-called problem case is that of the home. The instructor can rather easily secure valuable information from the individual student in the course of informal interview discussion, but the treatment of it is another problem. Parental cooperation is usually forthcoming, and although all parents are well-meaning, the following group of inventory questions is offered for their careful consideration:¹

"1. Do I cause my child to be nervous?

By: Being nervous myself?

Telling him about it so I may have his sympathy?

Constantly reminding him how nervous he is?

Telling other people in his presence how nervous and queer and odd he is?

Worrying over his health and habits?

Worrying him with my worries over him?
Coddling him physically and mentally?
Denying him independence of thought and action?

"2. Do I frighten my child so he becomes timid and fearful?

By: Threats of the 'bogy-man'?

Threats of leaving him?

Threats of horrible punishments?

Telling him frightening stories?

Inflicting my fears and terrors on him?

Constant worry over his minor accidents, ailments, and habits?"

Bases of Correct Speech

As has been implied in previous articles in this series, correct speech necessitates proper functioning of all parts of the speech mechanism, and this in turn necessitates proper physical and proper mental health of the entire organism. In many cases, the speech defective or speech problem is suffering from fatigue, or loss of sleep, or malnutrition, or worry, or any one of hundreds of possibilities. Careful diagnosis of all factors is necessary if improvement is to be noted, and then those desirable remedial measures be adapted. Frequently, cooperation of environmental groups — home, friends, church, etc. — may be necessary to bring about complete modification in individual behavior, and when deemed desirable such cooperation should be enlisted.

Many books in the field of speech therapy list charts and forms for the use of the instructor in analysis of student physical-mental health as they pertain to his speech behavior.

4. *What place should wholesome activities hold in the speech program?* Wholesome individual and group activities are basic to successful development of the secondary-school speech program. At least two essentials must be considered in developing a satisfactory program: (1) Preparation of a curriculum to suggest desirable learning experiences; and (2) Definite learning experiences to be selected upon the basis of student interests and student needs. Therefore, it is clear that no one body of content or type of activities are to be presented—instead, all experiences should be selected in relationship to prevailing student attitude and following the broad curriculum pattern.

Student learning experiences in the field of speech are of two general types: (1) the individual, which includes language mastery, speech preparation and delivery, reading aloud, interpretation, etc., and (2) the group, which includes discussion (group, forum, and panel), verse-speaking choir, drama, play reading, etc. Active student participation must be encouraged in any and all undertakings, with the realization that fruitful experience is the most logical basis for mastery of speech essentials.

Instructors in other courses should not hesitate to adopt—or adapt—procedures used effectively in regular speech classes in developing learning experiences. Principles of speech, in reality, are basic to all individual activity, and although the speech class stands simply as the one agent concentrating all

attention in that one direction, it does not imply that other instructors should not be familiar with, nor interested in, what can and should be done in all educational situations. The speech program should initiate policies and procedures, and provide the foundation upon which the student's entire speech life is built.

5. *How might student work be evaluated most effectively?* Evaluation of student work should always be done in positive terms. If proper understandings have been developed within the classroom situation, then a dominating spirit of "give-and-take" will prevail in all aspects of the program. As the individual student concludes his speech—or whatever other type of activity it might be—his fellow classmates should offer constructive criticisms of his presentation. It is far more effective if the speech as a whole is evaluated in general terms—"The speech impressed me most favorably. I consider it your best one so far this year—or an improvement over your interesting speech of last week"—at least, the initial evaluation should offer the speaker encouragement for future work and it should contain the good points of the talk. Brief group discussion might ensue. Then, with the ground properly laid, "What suggestions might we offer the speaker for improving his future talks?" should be considered, with various class members presenting suggestions for the speaker to bear in mind in the preparation and delivery of subsequent speeches.

The instructor should bear in mind at all times that the follow-up discussion period is an important learning process in speech work, and that to be of maximum educational value to the student in question, it must follow constructive lines, with every criticism supported by sound, though pleasant, suggestions for improvement. Proper functioning of this process will depend basically upon the spirit of helpfulness which the teacher has cultivated within the group.

Frequent individual conferences with the instructor for the purpose of discussing personal speech problems should be provided for in every school group. At such conferences, informality should prevail, with the instructor chatting upon the student's level, with a firm understanding of the respective student's problems, as a friend would do. All advice, etc., given by the instructor should follow the line of informal suggestions, with the student having the feeling that "all decisions are his own."

* * *

Henry Holt and Company have published *Story of America* (by Ralph V. Harlow, professor of American history, Syracuse University) as a large, handsome, well-illustrated volume of 850 pages. The author has achieved a wholesome balance among the economic, social, cultural and political activities of the American people. Activity materials are placed at the end of each of the 8 major units.

1. Papers, American Association for Study of Disorders of Speech, 1932, pp. 1-8.

Wealth, Children and Education

Reviewed by Elmer H. Staffelbach

TO those who have not yet lost their faith in democratic institutions nor their hope that American society will eventually achieve the better life by a more thorough application of democratic principles, this book (by John K. and Margaret Alltucker Norton; Bureau of Publications, Teachers College, Columbia University) will be of tremendous interest.

It is probably the most thorough and careful study ever attempted of the economic ability of the American people as a whole, and of the individual states, to provide adequately for the education of the people.

It sets forth with great clarity, by means of tables, charts and intelligent discussion, what is being done educationally in the various states in relationship to the ability of the states to provide adequately for the education of their younger citizens. Interesting comparisons are drawn between individual states, but most interesting of all comparisons are those between *what is being done educationally* and *what might be done educationally* if present opportunities for social improvement were fully realized upon.

The following quotation is in a general way indicative of the authors' conclusions: "Ability to finance a standard of living, including a standard of education at least comparable to that maintained in 1929, does not need to wait upon an increase in such vital prerequisites to production as machinery, labor supply, and raw materials. We already possess these means of production; the only thing lacking is the intelligent use of them."

Enormous Potential Capacity

According to the Nortons, the potential productive capacity of the American people in 1934 was \$37,000,000,000 in excess of actual production during that year. During the decade 1925 to 1934 inclusive, wealth to the extent of \$244,000,000,000 was lost in the United States because of *unused* productive capacity. This amount would pay the national cost of education for more than 120 years. It would pay the present national debt 7 times over.

This tremendous loss is due primarily to a lack of ability to make the most of our available sources and methods of production; therefore, to a lack of education. During the year 1930 when the American people spent less than \$2,000,000,000 for education, they devoted \$2,141,220,000 for tobacco and a total of \$6,401,650,000 for five types of non-essentials, including tobacco, soft drinks, candy, theaters and movies, jewelries, cosmetics, and sporting goods.

Administrators, educational researchers, and teachers everywhere should read this book.

THE JUNIOR COLLEGE

RECENT JUNIOR COLLEGE LEGISLATION

Guy Lincoln Smith, Assistant Supervisor of Attendance,
Los Angeles City Schools

JUNIOR COLLEGE legislation in California has been a continuous process of evolution to keep abreast with the changing social economic and educational conditions. The basis of present junior college legislation was established in 1907. The keynote was "post-graduate courses of study for high school graduates, approximating the first two years of university courses."

Basically the 1907 provision lacked standards and gave inadequate support. A provision to provide state aid was vetoed in 1909. Educational leaders could foresee possibilities in the junior college and gave the movement impetus.

Early Junior College Legislation

The State Attorney General ruled in 1915 "that students enrolled in post-graduate courses could not be counted in making apportionments from the State High School Fund." Will C. Wood, Commissioner of Secondary Schools, in his report of September 1916, enumerated fundamental educational principles regarding the junior college. Those principles were partially adopted and incorporated by the Ballard Act of 1917. The legislation, however, still failed to adequately support the newly-created institution. The Act created the "Departmental Junior College" as an upper department of the high school. Many junior colleges still operate under this plan of organization. The 1917 Act, however, gave little impetus to junior college growth or expansion.

The 1919 State Legislature recognized the inadequacy of the support provided and other educational problems. Therefore, it set up a special legislative committee on education, to study educational problems and make recommendations. Their report recommended amending the Ballard Act by setting up requirements for organization of a "minimum assessed valuation of \$10,000,000; minimum population requirement of 15,000; State Aid of \$100 per pupil; and an accreditation course-of-study."

The 1921 Legislature accepted and studied the report and their deliberations resulted in the District Law of 1921. Their conscientious meditation and reflection placed the junior college upon a stable foundation financially and educationally. The Act was amended in 1927 to include more types of districts. Also the contractual relationship created with teachers colleges for instruction in junior colleges was repealed.

The 1929 Legislative Session further amended the junior college statutory provisions. Requirements for organization in the district type were raised from \$10,000,000 to \$25,000,000 assessed valuation; a provision added requiring at least 1,000 average daily attendance in the high school district

the previous year; contingent upon and subject to the approval of the State Department of Finance. Junior colleges not having 200 average daily attendance after the second year were to be suspended.

After due deliberation, the 1931 Legislature repealed the Act passed in 1929. The State Board of Education was given the power to establish minimum standards for organization. Their statutory guide was "that amount which by the levy of the maximum district tax of twenty cents per \$100 taxable property, and added to the available State financial aid for junior colleges will be deemed adequate for a junior college in the proposed area." Organization requirements among other things included: (1) A survey of the proposed district by the Department of Public Instruction; (2) The approval of the State Department of Education.

Provision was made for annexation or withdrawal from the junior college district. Suspension and lapsation requirements were completely repealed. The State General Funds were to supplement the Federal funds which were falling short of the statutory required amount. A local district tax up to 50 cents per \$100 assessed valuation in the district was provided. An amendment released the district from duplicating the full amount of State support; only the deficit was to be assessed against the district.

The State Board of Education was empowered to set up educational standards. An accredited junior college was defined for the first time. Provision was made for the withdrawal of state aid for failure to meet educational standards. Measures for affiliation by junior colleges with the University of California were repealed. A uniform blanket provision for organizing all district junior colleges was established.

The Junior College Tuition Fund was created and instituted in 1931. It originated a method of reimbursing the Junior College District for excess costs incurred in providing a junior college education to pupils not residing within a junior college district. Departmental Junior College requirements for organization were changed to a minimum assessed valuation of \$3,000,000, subject to the approval of the State Department of Education.

FINANCIAL measures were again amended in 1933 and 1935 in minor phases only. The State Junior College Fund was amended to \$90 average daily attendance in 1935. Unified school districts from the kindergarten through junior college were provided. Provisions were made regarding the property, funds and obligations of unified districts. Maximum rates of levy in unified

districts for elementary, high school and junior college purposes were established.

Legislation of 1937

A new epoch of the junior college movement was ushered in by the 1937 Legislature. The State gave legal entity to the four-year junior college, made up of grades 11 to 14 inclusive. The separate departmental and district statutory provisions of past years were combined into one, merging all provisions relating to junior colleges under the caption of one Act. The type of work provided includes preparation for admission to the upper division of higher institutions, vocational, industrial and such other courses of instruction as deemed necessary to provide for civic and liberal education of the citizens of the community.

Junior colleges may be of two types, namely: the two-year type, including grades 13 and 14 only, or the four-year type, including grades 11 to 14 inclusive. Organization can be either on the departmental or district basis. The departmental or district control remains the same; i. e., the High School Board or Junior College Board, with an exception in cases of joint-union districts.

Requirements for organization have been changed. The minimum assessed valuation is at least \$5,000,000. There must also be an approval of the State Board of Education. Two methods of organization are provided. The two-year type junior college requires a vote of the governing board and approval of the State Department of Education. The four-year type requires a resolution by the governing board of the district; approval of the State Board of Education and approval by the State Superintendent of Public Instruction.

Financing has taken material departures. Four-year junior colleges are to be financed in the same manner and from the same funds as provided for the financing of the two-year junior colleges. However, the Junior College Tuition Fund does not apply to the eleventh and twelfth grades. Major sections relating to financing high schools were amended by adding "or junior college" to sections 4.871, 4.873, 4.884, 4.885 of the School Code. Special adult and evening junior college classes were brought legally under the financial set-up by amending sections 4.873 and 4.885 of the School Code.

The maximum rate per \$100 of assessed valuation for separate junior college districts was reduced from 50 cents to 35 cents. Separate high school districts, the boundaries of which are not coterminous with elementary school districts, may have a maximum rate of \$1 per \$100 of assessed valuation for combined high school and junior college purposes. Unified school districts consisting of elementary, high school and junior college may have an over-all maximum rate of \$1.75 per \$100 assessed valuation. Unified districts composed of kindergarten, elementary, high school, and junior college may have a maximum rate of \$1.85 per \$100 assessed valuation. Coterminous high school and junior college districts may have a maxi-

mum combined tax rate not exceeding \$1.10 per \$100 assessed valuation.

The 1937 financial measures give flexibility to the entire state educational system. The provisions give a method whereby the governing boards may make a more elastic interpretation to meet local conditions. The combined taxation measures empower the governing board by written resolution to use the funds from the undistributed reserve as it sees fit and thereby meet emergencies.

CALIFORNIA has a dual system of junior colleges, made up of departmental and district organizations. A dual system still exists under the new legislation. Each type has a different method of organization, financing and administration. The 1937 statutory provisions provide an easy method of changing from the departmental to district organization. There is now no valid reason for continuing two different systems of organization, administration and financing in our state educational structure. The Legislature passed the recent act as an enabling provision to accomplish this very end. Every departmental junior college within the state should take advantage of the liberal provisions enacted.

Admission requirements for the two-year type junior colleges are the same, namely: "any high school graduate or any other person over 18 years who in the principal's judgment is capable of profiting from the instruction offered." The four-year type junior college may admit "any pupil who has completed the work of the tenth grade and other persons over 16 years of age who in the principal's judgment are capable of profiting from the instruction offered in the junior college."

Graduation requirements for the two-year type remain the same, 60 credit hours. Graduation requirements for the four-year type consist of 120 credit hours. The governing board of the district prescribes the requirements for graduation in addition to the number of credit hours. A credit hour is defined as three hours of recitation, study and laboratory work per week for one-half year.

A broadened community horizon and pur-

pose, giving character and individuality to the junior college was envisaged by the new statutory provisions. The new section 3.360 of the School Code provides that "Each junior college shall provide for the education of pupils in the thirteenth and fourteenth grades, and for the education of such adults and minors as may properly be admitted but who are not classifiable by grade."

By new School Code section 3.817 it is provided that "Special day and evening junior college classes may be established by the Governing Board of any district maintaining a junior college for the admission of adults and of such minors as may be able more advantageously to attend such special classes than regular junior college classes."

The Six-Four-Four Plan Is Legalized

The new statutory provisions provide that if a junior college is maintained within a high school district the junior high school may include grades seven to ten inclusive. The junior college will then include grades eleven through fourteen. The elementary span is thus limited to six years. The span of the junior high school and the junior college are both extended. This is the first time the six-four-four plan has been given legal recognition in the State of California.

Type, as used up to 1931 referred to districts. It was repealed by the legislature that year. It is now revived in a new form. Type now refers to the institution; either a two-year type or four-year type. School Code section 4.930 creates a new basis for computing average daily attendance for the junior colleges in both types of institutions.

MANY changes in courses, purposes and characteristics of the junior college bring forth the problem of certification. A general secondary credential allows one to teach in any secondary school of the State. A junior college is defined as part of our secondary system. Therefore, a secondary credential entitles one to teach in the junior college. Our School Code contains no specific statutory provisions regarding junior college credentials. The State Board of Education sets the specific provisions regarding the granting thereof. The State Board of Education does rule, however, that if one receives a junior college credential he must have a Master's degree. That is the practical application of the rule as applied by the universities. There probably should be a clarification of the credential requirements, either by legislation or through action of the State Board of Education.

This new legislation leads the junior college into a new era. The newly created institution fulfills the modern national tendencies to increase the holding power of educational institutions. It adds another link in that continuous chain of evolutionary education in and for a changing democracy

See also the charts on Pages 22, 24.

Sixteen and Saucy

I. D. Perry, Los Angeles High School

SHE waits in the street for her ladling.
We call her silly and fresh,
For we have forgotten the bursting heart
First caught in young love's mesh.

Our prosy soul, she resents it.
Have we ever known the throb
That sometimes quickens laughter
And sometimes chokes in a sob?

Let be, let her have her chatter,
Flushed cheek and dancing feet.
She may not find in life's harsh clatter
Another thing so sweet.

Chart Showing Development of Junior College Legislation Since 1931

Type of Junior College Date	Independent Junior College District		Department of High School	Dep't and District Organization Merged
	1931	1935		1937
Type of Work Provided	Junior College Course of Study; not more than two years. 3.850. 1931, 3.350			Junior College Course of Study either two years or four years. Special day and evening classes for community needs. 3.811, 3.815, 3.817.
Extent and Status	1921 Law and Amendments of 1927-29		1917 Law and Amendments	New Chapter, repealing old sections dealing with Departmental and District Organization separately—setting up identical provisions for both. 3.350, 3.383.
Course of Study	Junior College Board; subject to approval of State Board of Education; may provide courses of instruction to prepare for higher institutions, agricultural, industrial, commercial, homemaking, and other vocations, and civic and liberal education of citizens of the community. 3.850, 3.851, 3.853.		High School Board; subject to approval of State Board of Education; may prescribe studies which are required for Junior Certificate at the University of California and such vocational and civic education courses as deemed advisable. 3.840, 3.841, 3.842.	Governing Board of Junior College; subject to approval of State Board of Education may prepare course of study to fit needs of pupils of 13th and 14th grades—including admission to the upper division of higher institutions of learning and preparation for agricultural, commercial, homemaking, industrial and other vocations and civic and liberal education of the citizens of the community. 3.810, 3.811.
Type of Districts	Repealed provisions relating to formation of five district organizations. Established a uniform statutory provision for formation of Junior College District. 2.670, 2.760.		Department of High School. 3.350, 3.416 of 1931.	Department or District Organization. 3.362.
Control	Junior College Board same membership as High School Board in Districts of identical boundaries; Special Junior College Board—Five members elected at large in joint districts. 2.1120, 2.1121.		High School Board. 1931—3.350.	Junior College Board in District Organization. High School Board in Department Organization. (Implied from reading 3.350, 3.351, 3.352 together.)
Requirements for Organization	State Board of Education establish minimum standards. Test: Assessed valuation to be amount which by levy of maximum district tax of \$20 per \$100 taxable property, and added to available state financial aid for Junior College, will be deemed adequate for a Junior College in proposed area. 2.672. (Repealed all reactionary 1929 provisions.)		Assessed valuation \$3,000,000 or more. Approval of State Board of Education. 1931—3.350.	Assessed valuation \$5,000,000. Approval by State Board of Education. 3.351. (Note: Blanket provision for all Junior Colleges.)
Method of Organization	Petition by Governing Board of High School District seeking Junior College. Survey by Department of Public Education of the proposed district. Approval of State Department of Education.		Vote of High School Board. 1931—3.350.	Vote of Governing Board and approval of State Department of Education to establish two-year type. 3.351. Resolution by Governing Board of Junior College in order to establish four-year type. Approval of State Board of Education. Approval of State Superintendent of Public Instruction. 3.361.
Requirement Suspension for Support	All suspension and lapsation requirements repealed. 2.750, 2.753. Federal funds increased by necessary amount from General Fund of State, as appropriated by Legislature, not to exceed amount required to be apportioned to Junior College Fund. Extra-appropriation Bill included. 4.52. Maximum rate for District taxation in Junior College District to be 50c per \$100 assessed valuation. 4.375-sub. 3. Superintendent of Public Instruction apportion \$100 A. D. A. for preceding year. 4.942. \$2,000 for each Junior College maintained in Junior College Districts. 4.941.	If Federal funds should be insufficient, State Comptroller to transfer from General Funds of State to Junior College Fund amounts, which, when added to State Junior College Fund will equal \$50 A. D. A. and \$2,000 for each Junior College maintained in a Junior College District. 4.52. Balance in Junior College Fund (State) after payment of \$2,000 to be distributed in proportion to A. D. A. of preceding year. 4.942. Each Junior College District to receive \$2,000 for each Junior College maintained. 4.941.	High School.	Maximum rate for District Junior College shall not exceed 35c per \$100 assessed valuation. Amends District section of 1931 4.375. Four-year Junior College shall be financed in the same manner and from the same funds as for financing of two-year Junior College, excepting that the County Junior College Tuition Fund of \$65 shall not be applicable in case of pupils attending the 11th and 12th grades in any four-year Junior College. 3.383. Amended 4.871 by wording "or Junior College." Apportion \$550 to each High School District for each six-year course—grades 9 to 14 inclusive, maintained in each High School or Junior College preceding year. Amends 4.873—apportions to each High School District on account each High School or Junior College maintained therein \$80 for first ten units A. D. A. in special day classes, special evening classes and evening High School classes, including compulsory continuation classes for persons under eighteen years maintained in connection with each High School or Junior College during preceding year; \$60 for second ten units or major fraction thereof of such attendance; \$40 for each unit or major fraction of a unit of third ten units of such attendance. Amends 4.884—allows each High School District \$250 each six-year course, covering grades 9 to 14 inclusive, maintained in each high school or junior college maintained therein the preceding school year. Amends 4.885—allows each High School District on account of each high school or junior college maintained \$40 for each unit or major fraction unit of first ten units A. D. A. in special day classes, special evening classes and evening high school classes, including compulsory continuation classes for persons under eighteen years of age; \$30 for each unit or major fraction thereof for second ten units; \$20 for each unit or major fraction thereof for third ten units. All sections relating to Junior College District financing remain the same—1931 and 1935 Amendments.

(Please turn to Page 24)



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Chart Showing Development of Junior College Legislation Since 1931—Continued

Type of Junior College Date	Independent Junior College District		Department of High School	Dep't and District Organization Merged 1937
	1931	1935		
Admission Requirements	Junior College Board admit to Junior College graduates of high schools of California. Graduates of other high schools and such other candidates over 18 years of age as may be recommended by the principal of the Junior College.		High School.	Two-Year Type Junior College Any high school graduate and any other person over eighteen years who in principal's judgment is capable of profiting from instruction offered in junior college. Four-Year Type Junior College Principal of any four-year junior college shall admit any pupil who has completed the work of the tenth grade and other persons over sixteen years of age who in his judgment are capable of profiting from the instruction offered in the junior college. 3.371.
Graduation Requirements	Governing Board to prescribe requirements. Minimum—sixty credit hours. Credit hours defined for first time. Three hours of recitation, study, and laboratory work per week for one-half year. 3.412.		High School. Note: No special provision for District Junior Colleges. Department requirements shown to left under District. State implied same provision applies to District Junior Colleges.	Two-Year Type Sixty credit hours. 3.814. Four-Year Type One hundred twenty credit hours. 3.815. Credit Hour Defined (Same.) 3.816. Governing Board of District prescribe requirements for graduation. 3.813.
Provision for Annexation	Majority head of families or majority electors of High School District contiguous to Junior College District petition County Superintendent of Schools. 2.730. Initiative with the Junior College Board. 2.730A.			
Types of Junior Colleges	Types applied to Districts until 1931. It was then repealed.			Types now applies to Institution Two-Year Type 3.816. Four-Year Type 3.815
Miscellaneous	Affiliation with the University of California repealed, June 19, 1931. Repealed 3.380, 3.381. Stat. 1931, p. 2298.			Method of computing attendance in junior colleges—New Section 4.930, added to compute A. D. A. Divide total number days pupil attendance in junior college or junior college classes by number of days taught therein during school year. New Section 2.1145—Fiscal year of Junior College Board made identical with High School Board. July 1 of each year. Senate Bill 566—Over-all taxation apportion as needed in Unified School Districts—by resolution of Board—filed with County Superintendent of Schools and County Auditor. Unified School District—Maximum amounts. Amended Sections 2.2010 2.2011 Amended 4.375 as follows: 1. Separate High School District boundaries not coterminous with elementary or Junior College District—75c for high school purposes—or \$1 for combined high school and junior college purposes. 2. Separate Junior College District—35c per \$100 assessed valuation. 3. Combined elementary, high school, and junior college—\$1.75. 4. Combined kindergarten, elementary, high school and junior college—\$1.85. 5. High School and Junior College District—coterminous boundaries—same Governing Board—\$1.10 for combined purposes.

NEW LEGISLATION PASSED IN 1935 (Not included in diagram)

- 2.2090 — Unified District—Amended in 1937 by definite date.
 2.2091 — Governing Board of Unified District.
 2.2092 — Apportionment of funds from State Junior College Fund.
 2.2093 — Single Unified District.
 2.2094 — Limitation—Single Unified District. Junior college shall be considered separate only for State apportionment purposes. All other purposes integral part of Unified School District.
 2.2120 — Property, funds and obligations of Junior College District lying wholly in coterminous boundaries become property, funds, and obligations of Unified School District.
 2.2130 — Apportion State Funds in Unified Junior College District in same manner and same funds as before.
 2.2134 — Maximum rate 50c per \$100 assessed valuation used at discretion of Board of District for building or other purposes.
 2.2135 — Maximum rates of Unified District changed in 1937 by legislation—enumerated under Miscellaneous, 1937—right, supra.

Our National Constitution

How It Was Framed and How It Works

Reviewed by Elmer H. Staffebach

THIS book (by E. E. Walker and Vierling Kersey; Scribner's) of 164 pages, plus a 52-page appendix, will fill a very real need in high school and junior college classes. It comes out on the 150th anniversary of the ratification of the Constitution. It seems fitting that a book so full of meaty information and so intelligently interpretative of the spirit and of the workings of the national Constitution should come out in this year 1938.

It embodies a straightforward treatment of the Constitution as it was and as it is. At the same time it offers high school and

junior college teachers numerous opportunities to correlate instruction about the Constitution with the everyday problems of citizenship. It is an excellent book either for a separate course in civics or for use in connection with a course in American history.

* * *

M. E. McCurdy, executive secretary, North Dakota Education Association, and editor of North Dakota Teacher, recently made a noteworthy radio address at Fargo, under auspices of Daughters of the American Revolution; his theme was the American's Creed. The broadcast was so successful that it was given recognition by Honorable William Tyler Page and published in the Congressional Record.

Silence Is Yellow is a 96-page, paper-bound book by Florence E. Marshall and is devoted to the cause of peace and international friendship, copyright 1938 by National Womens Christian Temperance Union Publishing House, Evanston, Illinois; price 50 cents; address Florence E. Marshall, 3620 16th Street, N. W., Washington, D. C.

* * *

Stanislaus County School News is an interesting mimeographed bulletin; no. 4 of the initial volume has appeared recently. According to Mrs. Lourien E. Elmore, county superintendent of schools and secretary of the county teachers association, 440 teachers have joined the association.

TAXATION IN CALIFORNIA

FEDERAL, STATE, COUNTY, MUNICIPAL AND DISTRICT—1931-32 TO 1936-37

Elmer H. Staffelbach, Ph. D., Director of Research, California Teachers Association

THE methods of collecting money for public purposes by the various taxing agencies are so many and varied that most citizens are unaware of the true extent of their actual payments. Lack of knowledge of this kind can hardly be thought of as "blissful"; therefore the information set forth in the present article will perhaps stimulate thought rather than disturb the serenity of happiness.

Federal tax collections given here are not complete in that they include only internal revenues. Tariff collections cannot reliably be allocated by states and are for this reason omitted entirely.

Tax figures for the State of California are taken from the biennial reports of the State Controller. Figures covering county and local taxation are taken from "Financial Transactions of Municipalities and Counties of California."

The items of Table II represent the main sources taxed by the State of California for state purposes. In addition to those there are numerous fees, licenses and charges, the nature of which is not always discernable from the official reports, but many of which might very well be included as tax collection. The total of these collections which number several hundred, is appended to the table. Figures for the State of California should be looked upon, therefore, as fairly accurate approximations—which are, however, in no case too large.

Federal Tax Collections

The tremendous growth in federal collections is probably the outstanding feature of the tables. The internal revenue total in

Table I jumps from \$76,330,291, in 1931-32, to \$193,188,555, in 1935-36. In 1936-37 the figure leaps to \$254,174,042, an increase over the entire five-year period of 233%.

California State Tax Collections

A detailed analysis of State tax collections would be too long to be usable here; therefore State tax collections are grouped under a few headings in Table II. Unfortunately figures for 1936-37 are not available; therefore the table ends with the year 1935-36. It should be remembered that beginning with the year 1933-34 the State government assumed an annual school obligation (previously resting upon the counties) of approximately \$38,000,000.

Taking the figures as they stand in Table II, the increase over the four-year period is from \$106,207,958, in 1931-32, to \$175,257,825, in 1935-36, an increase of \$69,049,867. If the miscellaneous charges are included, the growth over the four-year period increases to \$95,677,199, an increase of almost 77%.

Tax Collections in Counties and Municipalities

In Table III are set forth tax collections in counties, municipalities and local districts of all kinds. Here the trend is downward. (It is perhaps permissible to point out again that beginning in the year 1933-34 approximately \$38,000,000 in school costs were shifted from the counties to the State government.) This drop in county collections is revealed in the figures of the table. Both municipal and district tax collections show substantial decreases over the four-year period.

For the convenience of the reader all fig-

Table I. Federal Tax Collections in California—1931-37

	1931-32	1932-33	1933-34	1934-35	1935-36	1936-37
Corporation Income Tax.....	\$34,008,093	\$24,620,072	\$27,687,987	\$34,379,017	\$40,163,521	\$52,383,460
Personal Income Tax.....	27,561,195	25,853,168	29,781,222	34,971,362	44,217,900	71,686,930
Excess Profits Tax.....	—	—	86,923	236,219	812,471	1,213,528
Capital Stock Tax.....	—	—	4,806,276	5,300,348	5,491,219	8,072,364
Dividends Tax.....	—	—	2,695,964	55,352	46,608	—
Estate Tax.....	2,092,617	1,633,820	5,920,139	6,628,912	11,349,776	19,741,602
Gift Tax.....	—	488,716	374,000	1,868,197	4,357,405	1,317,641
Liquor Taxes.....	647,426	547,227	6,164,133	13,010,894	11,800,458	12,480,960
Wine Tax.....	—	—	1,824,034	4,484,288	6,416,434	6,162,038
Beer Tax.....	—	1,702,740	9,103,469	10,507,405	11,846,873	13,376,233
Tobacco Taxes.....	10,029,117	9,485,006	10,251,560	9,661,453	9,696,107	10,121,256
Narcotics Taxes.....	24,828	21,561	26,766	31,396	28,189	24,690
Oleomargarine Taxes.....	148,785	135,782	138,658	166,104	179,094	185,722
Stamp Taxes.....	767,938	1,839,838	1,691,120	1,912,201	2,525,936	2,725,662
Manufacturers Excise Taxes..	—	21,215,831	33,275,015	25,685,071	31,778,211	34,896,211
Petroleum Tax.....	—	—	—	324,094	249,973	168,582
Coconut Oil Tax.....	—	—	—	1,548,802	660,569	1,032,851
Admissions Taxes.....	49,549	1,625,887	1,136,557	1,307,268	1,558,340	1,771,305
Club Dues Taxes.....	930,391	710,647	607,226	572,776	632,918	637,959
Miscellaneous Taxes.....	70,352	4,793,889	5,731,680	4,364,825	2,322,091	2,674,586
Total Internal Revenue.....	\$76,330,291	\$94,674,184	\$141,302,729	\$157,015,957	\$186,134,093	\$240,673,600
Agricultural Adjustment Taxes.....	—	—	10,643,535	19,828,891	7,054,462	—
Payroll Taxes.....	—	—	—	—	—	13,500,442
TOTAL COLLECTIONS.....	\$76,330,291	\$94,674,184	\$151,946,264	\$176,844,848	\$193,188,555	\$254,174,042



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STATISTICS on schools 20 years ago, are interesting. Although the number of children 5 to 17 years of age is now 17% greater, school enrollments gained 27%.

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ures in Tables I, II, and III are summarized and totaled in Table IV. In the State and local (counties, municipalities, and districts) taxing units tax collections show a decrease over the period of somewhat under seven million dollars. If the miscellaneous items are included, however, collections in these taxing units show a net increase of over \$21,000,000.

Total Federal, State, and local tax collections show an increase of from \$529,027,207, in 1931-32, to \$639,107,534, in 1935-36—\$110,080,327, or 17.2%. If the miscellaneous items are included, as in the grand total of Table IV, the increase comes to \$137,933,212, or 24.9%.

Educational Expenditures

Citizens interested in public education may have some curiosity concerning what portion of the increased taxation may be charged to school costs. Table V sets forth expenditures for education during this four-year period. In Column 1 are the expenditures by school districts in support of all kindergarten, elementary, secondary schools, and junior colleges, including all adult education and other types of education supported by districts. Such expenditures show a net increase over the period of \$2,997,545, or 2%.

Column 2 of Table V gives the total of all educational expenditures in the State, including expenditures for higher and special types of education. The increases in total educational expenditures over the period come to \$8,453,904, or 5.3%.

It is only just to point out in connection with Table V that during this four-year period almost phenomenal increases have occurred in school attendance. This is especially true on the high school, junior college, and higher education levels, and in the adult education fields.

Per Capita Tax Collections

Table VI gives tax collections per capita based on the federal census of 1930, which gives California a population of 5,677,251. The figures speak for themselves. Total tax collections (Federal, State, county, municipal, and district) in California for the year 1935-36 amounted to \$112.57 per capita. If the miscellaneous collections are included with the tax items, the per capita collection is \$121.93. Of this amount the total educational expenditure amounts to \$29.32, or 21%.

* * *

Commercial teachers of Stanislaus County recently sponsored an all-day conference for graduating high-school business-major students. The conference, held at Modesto High School, included a general session addressed by Harris Skelton, head, department of commerce, Modesto Junior College, and Mrs. Jean Jensen, Merritt School of Business, Oakland.

Table II. State Tax Collections—California—1931-32 to 1935-36

	1931-32	1932-33	1933-34	1934-35	1935-36
Public Service Corporation Gross Receipts Tax.....	\$ 40,333,790	\$ 36,853,153	\$ 35,403,591	\$ 33,818,185	\$ 6,437,590
Franchise Taxes, Bank and Corporation.....	4,775,436	3,354,975	3,695,000	5,185,000	14,400,000
Liquor and Beverage Licenses; Permits and Excise Taxes.....		76,170	2,915,827	5,242,325	12,723,273
Inheritance Tax.....	10,093,790	5,778,786	4,135,772	4,945,034	6,561,327
Gasoline Tax.....	41,232,488	39,502,735	40,259,957	39,984,671	46,713,878
Motor Vehicle Licenses; Operators and Chauffeurs Licenses.....	9,470,137	8,944,151	9,530,868	10,200,607	11,607,542
Motor Transportation License Tax.....					
Petroleum and Gas Taxes.....	302,317	318,904	915,985	1,279,100	2,083,588
Retail Sales Taxes.....			33,243,760	55,705,052	68,204,813
Income Tax.....					6,525,813
TOTAL TAX.....	\$106,207,958	\$ 94,828,874	\$130,100,670	\$156,359,974	\$175,257,825
Other Miscellaneous Fees, Licenses, Penalties, etc. (approximate).....	\$ 18,392,854	\$ 26,472,199	\$ 24,725,991	\$ 33,232,434	\$ 45,020,186

Table III. Tax Collections—Counties, Municipalities, and Special Districts

Source	1931-32	1932-33	1933-34	1934-35	1935-36
County Property Taxes.....	\$140,374,401*	\$132,778,464*	\$ 86,740,704*	\$ 88,068,563*	\$ 94,347,826*
Special and District Property Taxes	90,325,599*	73,168,097*	70,805,503*	68,574,847*	84,419,203*
Municipal Property Tax.....	115,588,952	95,425,167	90,979,996	84,486,954	91,894,125
Licenses and Permits.....	4,919,376	4,764,513	5,486,377	4,829,618	5,473,865
Fines and Penalties.....	2,338,424	1,518,480	1,438,850	1,806,052	2,636,820

*Taxes levied.

Table IV. Summary of Taxes—Federal, State, County, and Local—In California 1931-32 to 1935-36

	1931-32	1932-33	1933-34	1934-35	1935-36
Federal (Internal Revenue only)....	\$ 76,330,291	\$ 94,674,184	\$151,946,264	\$176,844,848	\$193,188,555
State.....	106,207,958	94,828,874	130,100,670	156,359,974	175,257,825
County and Local.....	346,488,958	311,371,728	248,526,203	241,130,364	270,661,154
Total Taxes—Federal, State, Local	529,027,207	500,874,786	530,573,137	604,335,186	639,107,534
Additional Licenses, Permits, Fees, and Penalties—State, County, Local (approximate).....	25,257,800	32,282,993	30,925,227	39,635,670	53,110,685
Total State and Local Tax Collections.....	452,696,916	406,200,602	378,626,873	397,490,338	445,918,979
Total State and Local Tax and Miscellaneous Collections.....	477,954,716	438,483,595	409,552,100	437,126,008	499,029,664
Grand Total—Federal, State, and Local Tax and Miscellaneous Collections.....	554,285,007	533,157,779	561,498,434	643,970,856	692,218,219

Table V. Expenditure for Public Education in Districts; Total Educational Expenditure—California—1931-32 to 1935-36

	Expenditures for Public Schools (districts)	Total Educational Expenditure*
1931-32.....	\$143,379,844	\$158,020,882
1932-33.....	120,456,723	155,842,383
1933-34.....	117,223,927	148,709,687
1934-35.....	129,389,249	162,645,872
1935-36.....	146,377,389	166,474,786

*Total educational expenditures include expenditures for State Colleges, University of California, School for the Blind, etc. All educational expenditures in the State, including district expenditures.

Table VI. Per Capita Tax Collections; Per Capita Expenditures for Public Schools; Percentage School Expenditure Is of Total Tax Collection—1931-32 to 1935-36

	1931-32	1932-33	1933-34	1934-35	1935-36
Federal Tax Collections (Internal Revenue Only)					
Per Capita.....	13.44	16.68	26.76	31.15	34.03
State Tax Collections.....	18.71	16.70	22.92	27.54	30.87
County and Local Tax Collections Per Capita.....	61.03	54.85	43.78	42.47	47.67
Total State and Local Tax Collections Per Capita.....	79.74	71.55	66.69	70.01	78.54
Total Tax Collections Per Capita.....	93.18	88.22	93.46	106.45	112.57
Total State and Local Tax and Miscellaneous Collections Per Capita.....	84.19	77.24	72.14	77.00	87.90
Grand Total Federal, State, and Local Tax and Miscellaneous Collections Per Capita.....	97.63	93.91	98.90	113.43	121.93
Per Capita Educational Expenditures (district).....	25.26	21.22	20.65	22.79	25.78
Total Education Costs Per Capita.....	27.83	27.45	26.19	28.65	29.32
Percentage Educational Expenditure Is of Total State and Local Tax Collections.....	.32	.30	.31	.33	.33
Percentage Educational Expenditure Is of Total State and Local Tax and Miscellaneous Collections.....	.30	.27	.29	.30	.29
Percentage Educational Expenditure Is of Total Federal, State, and Local Tax Collections.....	.27	.24	.21	.21	.23
Percentage Educational Expenditure Is of Grand Total Federal, State, and Local Tax and Miscellaneous Collections.....	.26	.23	.21	.20	.21

Per capita figures based on census of 1930 figures.

SECONDARY SCHOOL TRAINING

THE APPLICATION OF SECONDARY SCHOOL TRAINING TO LIFE USES

Merton E. Hill,* *Director of Admissions, University of California, Berkeley and Los Angeles*

SECONDARY education is concerned primarily with the training of young people during their period of adolescence. The high school age is the time of decision, the time of awakening ambitions, the time of most intensive habit formation, the time of the selection of life-long friends and associates; it is the period of intense longing, of excessive timidity, and of reckless bravery; it is the age of the swaggering gait, and of fickleness and constancy blended in ever-changing succession.

The youth begins to transform the aircastles of dreamland into the reality of achievement. King Midas in earlier days was a myth, but behold, he becomes a reality as the vocational touch transforms knowledge or skill into the necessary gold of this work-a-day world. Fortunate is the parent or teacher who glimpses within the soul of youth the great, hidden possibilities; who with sympathetic mind and friendly purpose assists in unfolding plans that may determine the destiny of a race or set an ideal to inspire generations yet unborn.

Adolescent Bryant produced Thana-topsis; adolescent Lincoln highly resolved to liberate a race; adolescent Hamilton aroused the multitude to fight for independence; adolescent Jesus revealed to the learned doctors of the law His Father's business.

Secondary education should provide opportunities for young people to live "the abundant life" immediately and make possible its continuance during the years that lie ahead. Teachers should recognize the possibilities of the young people entrusted to their care and have a sympathetic understanding of their aspirations or difficulties; students who are "problems" should be projected in the thinking and planning of teachers twenty years into the future that there may be visioned the men and women to be with all the possibilities of latent power—power that awaits the inevitable hour when souls will be aroused toward a performance that will con-

tribute to the welfare of the world.

All curricular offerings can be justified only on the basis of their contribution to student welfare and development. There should be developed *pupil centered* curriculums designed to provide for each student that training that will be most helpful in making possible his success.

The program of training should focus attention in orderly fashion upon (1) Guidance, (2) Training, (3) Mastery, (4) Achievement, and (5) Integrity.

The central core in each curriculum should be composed of cultural courses that will develop the spiritual, therefore insuring for each student right attitudes and impulses. All additional courses should make it possible for the student to succeed in his future undertakings—in his next courses, in his subsequent classes, in the job he secures immediately after leaving school, or in the

higher institution he chooses to attend.

The curriculums of secondary schools, whether large or small, should include: (1) specialized vocational courses where in the emphasis is placed on preparation for positions that require training on a secondary or post-high school level; (2) cultural courses designed to enlarge the interests of students in the finer things of life; and (3) academic courses that will place the emphasis on the development of power rather than content and specific preparation to meet successfully the more rigorous demands of higher institutions.

Each secondary school is concerned with guidance, training, mastery of some field of knowledge or skill useful in life, achievement, and that integrity that will insure a high type of citizenship. Each school should take the students as they find them, provide the desirable training each should receive so that each will be assured of the maximum possible success when he takes his next step going either into occupational life or into some higher institution.

The secondary school, whether junior high, or senior high, or the highest—the junior college—should accept the chal-



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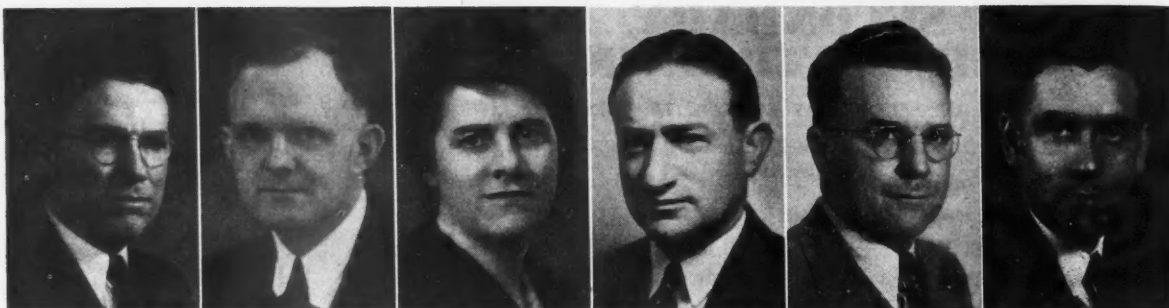
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lenge to give the right sort of training to every student that attends, no matter what his previous level of training has been. There is a further duty imposed—a duty that has been gaining wider recognition during the past few years—it is the duty of higher secondary schools to open the door of opportunity to all adults who can profit by the training or the cultural courses that may be offered for their development and happiness.

A well-organized secondary school should have a large number of courses presented to students through curriculums designed to meet their varying needs. Students should be given to understand what training they may be expected to receive through each course offered, and to what each curriculum is designed to lead. Courses should be selected on the basis of how, where, and when they will function in the lives of the students.

WE must think in terms of the all-around development of every student—the brilliant, the non-brilliant (a better term than slow) and the average. In my way of thinking we must think in terms of both academic and vocational, cultural and that which develops manual skill. After the student is through with his schooling there should be within him a blended training. He should know how to think for himself and how to make right decisions, he should have been trained in one or more hand skills also and have been taught how to work physically, how to perform the many duties about the home, to repair, to garden, to build, to create, to work in the field or shop if a youth, in the home and for others if a young woman. They have to do these things in life; why not give them training in our institutions and make schooling and life synonymous?

And they must also be taught to spend less than they earn!

If there is one purpose above all others that must be realized through the high school or the junior college it is this—the institution must raise the intellectual level of the community and of the State; this can mean only one thing, it is the obligation of the high school and junior college to foster, pro-

mote, develop and cherish scholarship. Emerson in *The American Scholar* presents "Man Thinking." The high school or junior college must not only produce "Man Thinking," but also Man Doing.

It is concerned with training young people for scholastic success in higher institutions, but it is also involved vitally with a training program that prepares young people and adults to do more efficiently the work of the world. The high school or junior college should be concerned not merely with what may be called intellectual scholarship developed through curriculums devoted to a study of language and literature, the sciences and mathematics and the many phases of the social studies, but it must concentrate its resources upon vocational scholarship; it must train youth and adults to do their work more efficiently, more artistically, so that they can feel the scholar's thrill of viewing a work of their hands that merits the judgment that it approaches Emerson's ideal of "exactitude of performance."

Unless we have such a two-fold aim, particularly for the junior college, scholarly attitudes will be frustrated, and the junior college as an institution will not rise above what some have facetiously but unjustly called it, "a glorified high school." By holding high the standards of scholarship, this institution will drop its unnecessary appendage to become The College, a "capstone" of achievement, in the public educational system of the State.

IT is my purpose to introduce a plea for a unified program that will unite all in support of this movement in public education known as the upward extension of collegiate training. Administration and faculty, board and the tax-paying public, rapidly developing youth and adults of all ages, united all in advancing educational training higher than they knew, will make of the junior college the College, if you please, a higher institution rather than a secondary institution. The Carnegie Committee and our State Council on Educational Planning and Coordination have placed the junior college among the higher institutions of the State; to keep such a place this institution must

bend its efforts toward a higher scholarship.

We may well ask, what will produce scholastic success in high school and junior college? Experience justifies the belief that many factors are conducive to scholarship.

(1) Native ability certainly has an important bearing, yet experience shows often an individual with a so-called, though perhaps doubtful, high IQ who fails miserably in his scholastic efforts. However, when the teacher recognizes native ability and (2) inspires the student with unfailing interest, success, scholastically speaking, results.

Practically all students have ability and interest in some area of knowledge or field of endeavor; it is the function of the secondary school to bring ability and subject interest together in a specific training program. As it is so well presented in a recent Hygeia, "A happy combination of inclination and occupation often means the difference between success and failure." But as Emerson says more beautifully, "Colleges have their indispensable office—to teach elements. But they can only highly serve us when they aim not to drill, but to create; when they gather from far every ray of various genius to their hospitable halls, and by their concentrated fires, set the hearts of their youth on flame." The inspiration of a great teacher is more responsible for high scholarship than any other factor.

(3) The right selection of subjects by the students and wise guidance by teacher and parent and counsellor—these together may insure good scholarship. That guidance which permits students sometimes to take the easiest way is poor guidance. The more experience I have had with students and the more I follow up in intensive study, the progress, or lack of progress, of students within and without the university, the more convinced I am that students will do much better to negotiate all prerequisites early in their academic career.

What though the way is hard, achievement comes by doing the necessary work when it ought to be done; students from either high school or the junior college have little or no trouble in the university when they have completed all prerequisites before entrance to the university, nor do high

school or junior college students have trouble in acceptably filling positions in occupational life when their basic preparation has been sound.

SOME educators get their greatest satisfaction in an attack upon some procedure, or course, or subject, or objective. Some would rule out elementary mathematics, and language, and science, not realizing that they are making an attack on the scholarly training of students; not realizing that mathematics presents a way of thought and that it stands above everything else for exactitude of performance and quantitative thinking; they fail to realize that language unlocks a vast storehouse of knowledge and that laboratory sciences present a way of doing that requires rigorous thinking.

Neither high school nor junior college will ever perform its mission if it permits requirements to creep into its curriculums that ignore qualitative and vigorous thinking so basic in the intensive struggle that every new worker will encounter. It is not avoidance of subjects that educators should advocate, it is better teaching, and this can be effected by constant application to life conditions.

The ideals set forth thus far require for each student a training both cultural and vocational. The teachers should constantly involve students in life applications of their studies and all teachers of all subjects should give due recognition to the values of all the subjects and all the curriculums. They should realize with Emerson:

*All are needed by each one,
Nothing is fair or good alone.*

* * *

Science in Our Lives

GENERAL SCIENCE, as presented in *Science in Our Lives*, by Gruenberg and Unzicker (World Book Co.), is a broad course, giving the student a far deeper understanding of the world about him than can the course in which the traditional branches of science are left unrelated to one another and lack effective integration with themselves and with life experience.

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tion, and for the most part are non-technical, calling only for common materials and simple equipment.

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moves forward in broad sweeps to an understanding of the problems. The continuous development of insight and appreciations is presented in a congenial style which students and adults will read for pleasure.

* * *

Helen Ferris is editor-in-chief of Junior Literary Guild; other editors are Mrs. Franklin D. Roosevelt, Angelo Patri and Mrs. Sidonie M. Gruenberg. This guild is a book-club for children between the ages of 6 and 16. Yearly membership brings one new book each month and an issue of *Young Wings* with every book. Offices are at 9 Rockefeller Plaza, New York City.

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MIGHTY oaks from little acorns grow" is the old adage which certainly holds true in the establishment of the Police School at San Jose State College.

This new department of the state college in San Jose grew out of the conversation at a banquet table in 1928 between Dr. MacQuarrie, president of San Jose State, and August Vollmer, one of the world's outstanding police administrators.

Dr. MacQuarrie asked Mr. Vollmer that evening if it would be advisable to train policemen in colleges. Mr. Vollmer replied that such a procedure would be a great contribution towards the solution of the crime problem in the United States.

Dr. MacQuarrie devoted much thought to the problem, and in 1930 made a start towards the establishment of a police school by offering courses under George Brereton, who was drafted from the Berkeley Police Department.

Mr. Brereton continued in this work until 1934, when he was called for other duties which made it impossible to continue his teaching at San Jose State. Dr. MacQuarrie was encouraged to continue by Chief Black of the San Jose Police Department, who had noted the beginnings of a fine piece of work.

Dr. MacQuarrie then went back to Mr. Vollmer, who was then professor of police administration at University of California, to recommend a man capable of carrying on the program. Mr. Vollmer named the man who is now head of the police school, William A. Wiltberger. Mr. Wiltberger received his A. B. and M. A. degrees at University of California and his police training under Mr. Vollmer. He also was formerly chief of police of Evanston, Illinois, and director of public safety, St. Petersburg, Florida.

Mr. Wiltberger came to San Jose State College in the fall of 1934. After making a study of the college facilities he began his work of training policemen the winter quarter of 1935, with 12 students. The new program provided for the Police School as an entirely separate department, with Mr. Wiltberger at the head. A curriculum of training on a two-year basis was announced, and pamphlets were sent out telling of the training to be offered.

In a short time inquiries began coming in from all over the United States and foreign countries. Young men were enrolled for training the following fall. At present there are 60 men working for the Police School certificate. From June 1935 up to the June graduates of 1937 every graduate but one has been placed in police work or allied fields.

Nine officers, almost one-fifth of San Jose's entire police force, have been appointed to the police department during this

period from the Police School at San Jose State College.

The school was the first institution in the United States to inaugurate a full-time police course in a college and has since been followed by other colleges and universities.

An intensive two-year practical scientific police training at the school was received by the graduates before their acceptance into the department. Chief J. N. Black declared himself pleased with their work.

"The men," he declared recently, "show definite signs of training. They are much better as recruits than other men who have not been through the school. They have a better understanding in the practical aspect of police problems and the first day on the force are able to find their way around. They do not have to be placed with another man as is usual with most recruits."

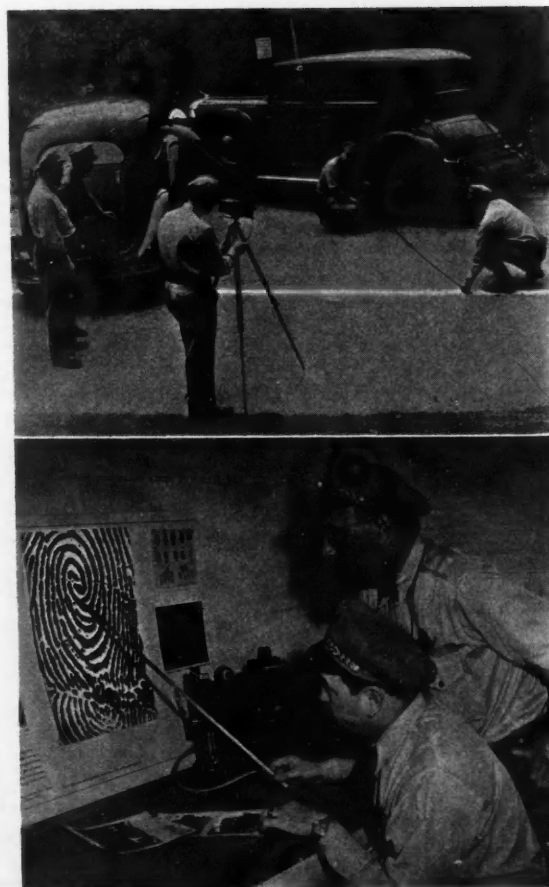
Howard Hornbuckle, a star football player of a few years back, was the first police school graduate. He has been a member of the San Jose police force for seven years, and now plays an important part in the traffic department of the city. He is also assisting Mr. Wiltberger as an instructor in traffic at the police school. Howard Young, a graduate, is working in the California State Bureau of Criminal Identification and Investigation.

The police school is now offering a four-year as well as a two-year course in police training. James Stockdale, also of football fame, has the honor of being the first four-year graduate. Mr. Wiltberger reports that Mr. Stockdale ranks highest on the San Jose



Above is group of graduates now on San Jose police force. Front row, left to right: Donald DeMers, Jack Wilson, Herbert Miller, Burt Collins, Stan Ehlert. Back row, left to right: Arthur Philpott, Howard Hornbuckle, Bill Young.

Below, officers in training are learning how to use photography in collecting evidence after an accident. From left to right: Otto A. Schramm, John H. LaTourette, Richard H. Trembath, L. T. Toress, George Serick. Studying a finger-print: seated, Otto A. Schramm; standing, Walter C. Dachsteinar.



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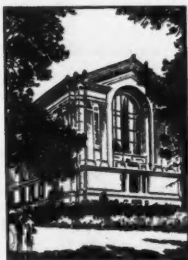


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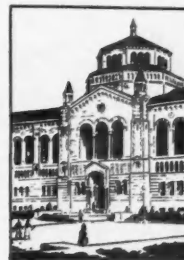
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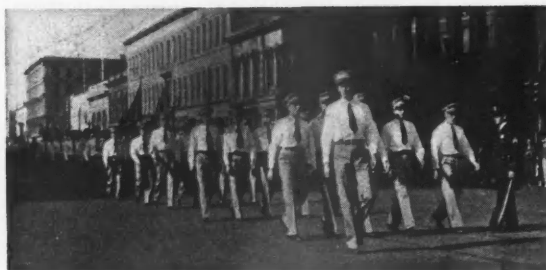


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*San Jose State College Police School Students
on Parade*

application list for new members to the force, and ranks among the leaders on several other examinations in the state.

Dr. MacQuarrie and Mr. Wiltberger have striven to make the police school as practical a training-course as is possible. The success of the program, according to Mr. Wiltberger (when many other police schools of a similar nature throughout the United States have failed), is because the school in San Jose is entirely a separate department, and training is of a very practical nature. This fact is attested by the sending of policemen to the San Jose State College for training, and the establishment last summer of a centralized summer school when 157 regularly-employed policemen received training.

Mr. Wiltberger believes the police school at San Jose State has the best possibilities for development of any place in the United States, because it is removed from "fossilized" ideas that cling to many of our academic schools. The police school is out to meet the needs of the students.

The police school is up against one big problem, however, and one which the teaching profession can help to solve. This is the matter of a residential qualification of between one to five years which practically every city in the state requires before they will hire men for their police force. At the present time only three cities in the state waive this requirement. These cities are: Berkeley, Piedmont, and Palo Alto. The residential qualifications of San Jose are met by the students while they attend the college.

Mr. Wiltberger believes that the cities of California should recognize the police school certificate just as teaching certificates are honored throughout the state. Many leaders in the police field are beginning to accept the same viewpoint.

If this were brought about he believes the registration for police-training at San Jose State would be several hundred. He believes, also, that members of the teaching profession in the various communities of the state can do much to see that the police school certificate of San Jose State is honored in lieu of the residential requirement.

Certainly the training of men for this new field of college education is a step in the

right direction towards the controlling of the crime problem in the state and nation.

* * *

The American Nation—Yesterday and Today, by Tryon, Lingley and Morehouse, an authoritative and widely-used text, first published by Ginn and Company in 1930, now appears in a beautiful new edition of 700

pages, with many illustrations.

Thoroughly revised in the light of the best contemporary interpretations of American history, this 1938 edition is a history textbook for the upper-elementary and junior high school grades that is modern throughout—in text, in exercises and helps, and in the many pictures and maps.

* * *

Professional Adjustment of the Teacher is the title of an important course given at San Francisco State College and covering 5 general themes: California school system; obtaining a position; legal rights and responsibilities; introduction into the position and the community; professional growth.

TEACHERS READING

PROFESSIONAL READING FOR TEACHERS

J. W. Canfield, Associate Professor of Education, Fresno State College

THE progressive teacher is always looking for suggestions on how to improve teaching technique. One of the most valuable and direct approaches lies in excellent professional books.

Even if the teacher cannot afford to buy many books, the county library can loan her copies, or the teacher in the next district will be glad to exchange. Many a rural teacher has been inspired to greater efforts by reading such books as *New Schools for Old* and *Children at the Crossroads*.¹

The teacher may have difficulty in selecting practical books from the great amount of educational literature that is coming from the press, but can partly solve the problem by reading book reviews given in educational magazines. National Educational Association Journal publishes an annual list of educational books for each preceding year. Among this list appears a number of interesting and valuable books for classroom teachers, and the brief review for each book gives an idea of the nature and content.

Teachers should remember that books comprise the major number of tools with which they direct the learning process. The teacher's professional book is just as important as the school textbook. The beginning dentist or engineer cannot enter into practice without equipment or tools, but many thoughtless students in the normal school or teachers college fail to keep and accumulate valuable tools in the form of professional books. Good books should be constantly available, so that they can function as an advisor in times of need. Habits of reading should be cultivated.

1. Dewey, Evelyn, *New Schools for Old*.
2. Benedict, Agnes, *Children at the Crossroads*, Commonwealth Fund, New York.
3. Marsh, J. F., *The Teacher Outside the School*, World Book Company.

Educational magazines are becoming more and more an effective means of communication between classroom teachers. An account of an interesting health project in a rural school in Missouri may stimulate and guide a similar project in Oregon. After the teacher has exhausted her own ideas of motivating and directing activities she can gain a new approach by reviewing practices in other schools. Good magazines are finding a place in thousands of rural schools and are helping improve the professional status and practice of teachers.

Ready-Reference Material

Certain publishers have compiled ready-reference material on educational theory and practice. Some of the publications have been prepared by educators of renown and have value. Some teachers who are inclined to be neglectful about buying new books or magazines may find that such references serve their purpose very well. The cost of such material is sometimes out of proportion to the value received. The same amount of money distributed over a long period of time would keep the teacher acquainted with recent up-to-date material. Ten to fifteen dollars a year for professional literature will keep her in close contact with modern educational theory and practice.

Reading Non-Professional Literature

There is a decided tendency on the part of all professional people to limit their reading to literature related to their profession. Such practice can give, at the best, only a narrow viewpoint. Seek the companionship of good books.

"A book is a friend because it is an unfailing companion, ready to 'enter into one's gayer hours with a voice of gladness and a smile,' and just as ready to 'steal into his darker musings with a mild and healing sympathy that steals away their sharpness e'er he is aware.' Such a companion never grows weary and will readily follow one to the ends of the earth."²

Visual Instruction at Lodi

KNOWLEDGE of science, even elementary science, is a handy thing. Boys and girls in the seventh grade elementary science class taught by Jessie McCall at Salem School learn this by precept and example.

The example is the projector tunnel and projector for showing drawings and photographs on a translucent screen, which they use in their daily science study, which enlivens and impresses that study, and which was contrived at a cost of about \$15.

The projection machine was made by E. Wassink, janitor at the school, as a hobby plaything. Miss McCall's tunnel idea made it usable for the classroom, where, without the tunnel, it could not have been used because of impossibility of shutting out light.

Without it, the class could have had none of the visual instruction it now employs, because cost of the equipment if purchased would have been some \$200, and because there was little possibility of installing new, expensive equipment in out-moded Salem School, which is to be soon replaced by modern rooms at Needham School.

The class of 40 boys and girls looks en masse into the tunnel and sees as accompaniment to lectures and science talks a series of illustrations—some of them original drawings by the children, some of them pictures clipped from magazines and newspapers, all assembled on a strip of paper or cardboard which is rolled through the projection machine.—*From Stockton Daily Evening Record.*

* * *

Katherine E. Brogan

THE recent passing of Mrs. Katherine E. Brogan marks the close of a career in the San Francisco School Department which for outstanding success in her chosen profession has seldom been equaled. Her scholarly attainments, her tact, her equanimity, her courage in standing for her convictions, won for her the hosts of friends who are now mourning her loss.

Mrs. Brogan began her work in the evening schools—one of a group of early teachers who made the San Francisco night schools known throughout the educational world.

Her ability was soon recognized, and she was called to the principalship of the old Bernal School. When a new school building was dedicated in honor of Superintendent Andrew J. Moulder, Mrs. Brogan was chosen principal of the Moulder School at Page and Gough Streets. Later, when a new building was named in honor of one of San Francisco's great women, Sarah B. Cooper, one of the founders of the Golden Gate Kindergarten system, Mrs. Brogan was transferred to North Beach as its leader.

Some years later the Mission district, with its flowers, its fruits, its lovely homes, its sunny climate claimed this great teacher. Mrs. Brogan was named principal of Columbia School, pride of the Mission. And here she closed her teaching career. Shortly after her retirement, the Columbia School building was destroyed by fire, and on its site last year was erected the beautiful new Sunshine School.

Mrs. Brogan, with her gift of vision, realized in early days the value of teacher organizations. She was affiliated with city, state and national teacher associations, not merely by the payment of dues, but by lending the charm of her presence and the worth of her experience. When the Last Call was sounded for her, she was vice-president of

the Retired Teachers Association of San Francisco.

San Francisco may well point with pride to the long list of men and women who, since pioneer days, have guarded their schools. High up on the roster, in shining letters, will always stand the name of Mrs. Katherine E. Brogan.—*Margaret L. Dunn, principal, Sanchez Elementary School, San Francisco and Frances A. C. Mooney, former principal, Hawthorne Elementary School, San Francisco.*

* * *

William N. Hailman Memorial

NO one individual in the United States did more to aid and guide the development of the kindergarten, and to free the primary school from formal traditional practices of early days, than William N. Hailman.

On the 100th anniversary of his birth in October, 1936, a group of his friends in California (where he did his last years of

teaching at Broadoaks School in Pasadena) undertook the raising of a fund to place a stone to mark his resting-place in Hillside Cemetery, North Reading, Massachusetts.

When a memorial fund committee made known its plan, through letters, personal interviews, and notices in educational magazines, contributions were received from various parts of the country. Former pupils who felt the inspiration of Dr. Hailman's struggle for educational freedom in the days of his superintendency in La Porte, Indiana, sent generous contributions. Individuals who worked with him in California, and the larger kindergarten primary associations of the state, made possible the success of the undertaking.

In May, 1937, the stone was placed in the family plot in the North Reading cemetery. Here on a beautiful hillside above the quiet river, a natural granite boulder bears a bronze memorial tablet, honoring this pioneer of early childhood education.—*Emily M. Pryor, Secretary, Hailman Memorial Committee.*



The class looks en masse into the tunnel

SUMMER SESSION ☆ UNIVERSITY OF Southern California



The work of the Summer Session has been organized with special reference to the interests of the teachers in service. Extensive offerings make it possible to plan programs that not only meet professional and cultural needs, but also lead to baccalaureate degrees, recommendations for state credentials and post-graduate degrees.

In response to expressed desires of teachers for a broader social-cultural background and a better understanding of the content materials in their respective fields, extensive offerings in both undergraduate and graduate work in all departments have been made available. The program in professional education deals with all phases and problems of public school work.

The Summer Session staff includes many distinguished scholars from other institutions. Their presence on the campus enables students to gain first-hand impressions of the men and the work in the Universities represented without the added cost in both time and money involved in matriculation at those institutions.

For Summer Session Bulletin, address the Office of University Publications.

☆ UNIVERSITY OF

First term, June 20 to July 29
Second term, July 30 to Sept. 2

Southern CALIFORNIA Los Angeles



World Institute

AFTER the pressure of school responsibilities every teacher seeks a summer schedule which can serve two purposes: he wants a vacation, yet he wants to advance his capacities as teacher. A summer which achieves these two goals is not easy to find.

The ten-day institutes of international relations which meet each summer at Whittier College and at Mills College have helped many teachers to secure this summer opportunity. These institutes are intended for teachers in every field, not only in the social sciences, as their purpose is to help all who wish to understand the world conflicts which are endangering democracy on every side and threatening the future with the possibility of war.

Daily life at the institutes includes an opportunity for thought and study, as will be seen from the discussion of program below, but ample time is allowed for recreation. The attractive campuses make it pleasant for informal groups to gather on the lawn for discussion of their special interests. Tennis and swimming are available to those who wish, and surrounding hills invite the hiker in the afternoon.

Eminent authorities in many fields will discuss present-day problems in lectures, forums and round tables. Among those already secured for the institutes are Dr. T. Z. Koo of China, Dr. J. Anton De Haas of Harvard University, Miss Muriel Lester of London, Dr. Samuel Guy Inman of New York City, and Dr. Earl Cranston of the University of Redlands. At least one prominent European leader will also be secured. In addition to these people, who will serve at both Mills and Whittier, each session will include a strong staff of leaders from local colleges and universities.

Every year one of the most successful lecturers at a previous institute is invited to

return again. The West Coast Institute committees unanimously chose Dr. J. Anton De Haas, who lectured here in 1937, as the leader to be invited back for 1938. Dr. De Haas is professor of international relations in the Graduate School of Business Administration at Harvard University.

Dr. T. Z. Koo is one of the ablest and most interesting Chinese leaders who comes to this country. He is now a traveling secretary of World Student Christian Federation. Dr. Koo represented China at a conference called by the League of Nations, and served for nine years previous to that as a staff member of the Chinese National Railways.

The Japanese leader for Whittier has not

Aires inter-American Peace Conference in 1936. For ten years Dr. Inman lived in Mexico as director of People's Institute. In 1935 he was decorated by the government of Ecuador for his interpretation of Hispanic-American culture.

Miss Muriel Lester, founder of Kingsley Hall in London, will bring to both institutes her profound faith in the power of religion. She is personally acquainted with leaders in many countries, including Gandhi of India and Kagawa of Japan. During the spring of 1938 she is working in Shanghai, where she is attempting to test the ideals of religion in the midst of the destitution and hatred which war breeds.



Four faculty members, Institute of International Relations (right to left): M. Pierre de Lanux of Paris, France; Bertram Pickard of Geneva, Switzerland; Beatrice Goldman of Hollister, California; and William T. Stone, vice-president, Foreign Policy Association, Washington, D. C.

yet been selected, but Dr. Chitoshi Yanaga will lecture at Mills. Dr. Yanaga has lived and studied extensively in Hawaii, his birthplace, in Japan, and in the United States. He received his doctorate at University of California in 1934, where he is now a member of the faculty.

Dr. Samuel Guy Inman, executive secretary of Committee on Cooperation in Latin America, was appointed by President Roosevelt as adviser to Secretary Hull at Buenos

Dr. Earl Cranston, chairman of history and political science at Redlands University, is familiar with the problems of American Foreign Policy as it affects both Europe and the Orient. He lived in China from 1920 to 1924 and from 1926 to 1928. During 1933, while working in England and Scotland, he was invited to lecture at International Congress of Historical Sciences in Warsaw, Poland.

Dates of the Mills and Whittier Institutes are June 21 to July 1 and June 29 to July 9, respectively. In addition to the ten-day institutes, both Mills and Whittier are arranging a seminar on international relations which will offer official college credit and which will include the institute session.

At Reed College in Portland, Oregon, a similar Institute of International Relations will be followed by two other sessions, one on Education and one on Problems of the Northwest.

All who are interested in any of these institutes may write for further information to Joseph Conard, Mills College.

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U. S. C. Summer Session

RECREATIONAL and cultural activities are combined with educational advantages for those attending the summer session beginning June 17, at the University of Southern California in Los Angeles.

Expansive beaches, mountain resorts, winding bridle paths, Hollywood Bowl's "Symphonies Under the Stars," picturesque Spanish missions, Catalina Island and Ensenada—these are among the many attractions for students at the first term, June 17 to July 29, and at the second term, July 30 to September 2.

In response to the need expressed by many teachers for a broader social-cultural background, and a better understanding and a new evaluation of the content materials in their respective fields, extensive offerings in both undergraduate and graduate work in all departments have been made available.

With a curriculum of more than three hundred varied courses in many subjects especially adapted to summer study, the U. S. C. summer session under the leadership of Dean Lester Burton Rogers presents such noted educators as:

Dr. Frederick Shipp Deibler, Northwestern University labor law authority; Dr. A. S. Barr, professor of education at the University of Wisconsin; Dr. Walter F. Dexter, California state superintendent of public instruction; Dr. Walter R. Hepner, president of San Diego State College; Dr. Ernest O. Melby, dean of the school of education at Northwestern University; Dr. Peter Sandiford, of the University of Toronto; Dr. John A. Sexson, superintendent of schools of Pasadena; Dr. Harry Hayden Clark, English professor at the University of Wisconsin; Dr. Ralph H. Lutz, dean of graduate study at Stanford University; Dr. Donald G. Paterson, vocational education expert at the University of Minnesota; Prof. Robert W. Kelso, community organization authority from University of Michigan.

A California Summer Session Group

West Coast School of Nature Study. A group of students on a field excursion, under direction of Fred E. Buss



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This unique project, sponsored by the natural science department of San Jose State College, solves the problem each year by offering several one-week sessions of vacation-study in outstanding natural settings of the state.

Two one-week sessions in Yosemite National Park, from June 19 to 25 and June 26 to July 2, and a one-week period at Asilomar on the Monterey Peninsula from July 4 to July 10, are scheduled this year.

Six Competent Specialists

Six competent teachers, each a specialist in some phase of natural science, teach nature in her own matchless settings. Two (quarter units) units of college credit are offered for each week's attendance, and it is possible to enroll for one, two, or three weeks.

Fees include total cost of instruction, meals, and lodging, and accommodations are of the best. It is also possible for individuals to make their own camping arrangements and pay the tuition fee only.

Sites which have "housed" the West

OREGON SUMMER SESSIONS

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First Sessions, University, College, and Portland, June 20-July 29; normal schools, June 6-July 15. Second Sessions, University, August 1-August 26; College, August 1-September 2; normal schools, July 18-August 19.

The following publications will be issued:

Bulletins

Summer catalog for Oregon State College
Summer catalog for Portland Session
Summer catalog for University of Oregon
Summer catalog for Normal Schools

Leaflets

Preliminary announcement
Marine Biology leaflet
Special Education leaflet
Home Economics leaflet
Art leaflet
Library leaflet
Industrial Arts leaflet
Coaching School leaflet
Law School leaflet

For bulletins and leaflets address

Alfred Powers, Director of Summer Sessions, State System of Higher Education, 814 Oregon Building, Portland, Oregon.

Authorized by State Board of Higher Education

Coast School in past years include Fallen Leaf Lodge at Lake Tahoe, Big Bear Lake, the Redwood Empire, Sequoia National Park, Big Basin, Clear Lake, and the San Jacinto mountains. Yosemite and Asilomar proved such popular locations that the school often holds sessions there.

Dr. P. Victor Peterson, chairman of the natural science department at San Jose State College, directs the school and leads groups studying trees. Other members of the staff are: Dr. Carl D. Duncan, insects and related animals; Dr. Karl S. Hazeltine, nature materials; Fred E. Buss, geology and physiography; Dr. Gayle B. Pickwell, birds; Emily Smith, wild flowers; and Gertrude Witherspoon, registrar and financial secretary.



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First Term, June 20 to July 22
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May Greene, staff member, Pasadena City Schools Museum, has prepared a noteworthy A Child's History of Pasadena, appearing serially in Pasadena School Review and commemorating the 50th anniversary of the establishment of the old Pasadena Board of Trade, now the Chamber of Commerce.

* * *

Chico Salary Schedules

DR. GEORGE R. MCINTIRE, principal, Chico High School, is author of two interesting papers relating to secondary school salary schedules.

1—Salary schedule Chico High School district, comprises 7 mimeographed pages: is the new schedule recently adopted there; and is based upon data obtained from a survey of a selected group of California high schools.

2—Salary digest, 43 selected California secondary schools, 1937-1938, comprises 30 hectographed pages, including numerous tables and charts. The purpose of the investigation was to provide a basis for the development of a salary schedule for Chico High School. The information was obtained and compiled by Dr. McIntire and Carl J. Schreiter, dean of boys.

These praiseworthy reports are of particular interest to secondary school administrators, teachers and trustees throughout California.

* * *

The American Scholar, published quarterly for general circulation by Phi Beta Kappa, is now in its seventh volume. William Allison Shimer is editor with offices at 145 West 55th Street, New York City. Phi Beta Kappa is generously represented among California schoolpeople and the American Scholar has a wide reading in this state.

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Eleanor Skimin at Woodbury

THE thousands of teachers who know Eleanor Skimin personally or by reputation, will be glad to learn that she will teach methods courses in shorthand and transcription at the summer session of Woodbury College, 1029 Wilshire Boulevard, Los Angeles.

Miss Skimin needs no introduction to the teaching fraternity. She is the author of several textbooks, is past-president of National Commercial Teachers Federation, represented the United States government at the International Congress of Commercial Education in London. At present she is editor-in-chief for the publications of National Commercial Teachers Federation.

Miss Skimin has taught teacher-training methods courses for the last ten years, at the summer sessions of prominent universities. And now she comes to Woodbury College, where she will meet progressive teachers from all parts of the United States. Her work includes practical demonstrations and analyses of various new methods of teaching Gregg shorthand, including the new and popular functional method. The practical demonstration class plan is used. Those in attendance are given the opportunity to observe the actual teaching by the functional method of a class of shorthand students.

The college also offers special summer courses in all commercial subjects taught at high school and junior college, together with commercial art, interior decoration and costume design. Students may select any combination of subjects—even in different departments—and plan programs best suited to their individual needs.

Each department has a nationally-known faculty. Those attending the summer session will receive the superior instruction for which Woodbury College has been noted for more than 54 years.

An interesting bulletin will be sent free on request.

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For further information address W. E. Armstrong, Convener of the Summer Session, Mills College, California.

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Dr. George E. Outland, formerly of Yale University, is now on the faculty of Santa Barbara State College in the department of social science. Recently, in the magazine *Educational Administration and Supervision*, Dr. Outland published an important paper upon the relationships between school drop-outs and boy transiency.

Stanford Education Conference

SOcial EDUCATION will be the theme of the 1938 Stanford Education Conference, to be held July 6-10 at Stanford University. Among the leaders in American education who will take part in the program are William Heard Kilpatrick, emeritus professor of education, Columbia University; Lewis Mumford, author and lecturer; William Ogburn, professor of sociology, University of Chicago; and Ray Lyman Wilbur, president, Stanford University.

There also will be held, July 5 and 6, a Conference on Early Childhood Education to commemorate the 100th anniversary of the founding of the kindergarten. Among the leaders will be Winifred Bain, New College, Columbia University; Julia L. Hahn, supervising principal, Washington, D. C.; William Heard Kilpatrick; and Lois Meek, professor of education, Columbia University.

This is the sixth summer during which a conference on some phase of guidance, administration, or curriculum development, has been held on the Stanford campus. Information as to fees and other details may be secured by writing to Stanford Education Conference, Stanford University.

Washington Pilgrimage

MRS. Charles Haskell Danforth, state chairman, Good Citizenship Pilgrimage, Daughters of the American Revolution (address 607 Cabrillo Avenue, Stanford University), in a recent address stated that the Pilgrimage to Washington is a project designed to encourage a greater knowledge of our government and to search out good citizens. So often the term citizenship is nebulous and vague the Pilgrimage attempts to personify it, and to make good Americans better Americans.

California Society, Daughters of the American Revolution, for several years has sent pilgrims to Washington, with all expenses paid. Christina Van den Akker, of Ripon Union High School, was sent in 1936, and Bernice Tramontini of Lodi High School was sent in 1937. Charlotte Newell of Lowell High School, San Francisco, has been chosen as the pilgrim to represent California for 1938.

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Southern Music Festival

FOR its third successive year, Southern California Junior College Music Association presents its annual Music Festival on April 30, in Long Beach. Junior college musicians from all the Southland come together for one gala day of music festivities, forming a massed a cappella choir of 300 voices and a selected symphony orchestra of 90 pieces.

Due to the successful national broadcast given last year (also carried by short wave to Paris, Berlin, and London), a portion of the festival program will be given again over Columbia Broadcasting System.

Culminating the day of rehearsing, play and recreation, will be the gala concert in the evening in Long Beach Civic Auditorium, free to the public. A feature of this year's festival program will be the performance of the First Movement of the Grieg Piano Concerto by Joan Helms, of Glendale Junior College with Festival Orchestra accompaniment. Miss Helms was chosen by an audition open to all junior college students.

Conductors for Festival Choir and Orchestra will come from the ranks of the participating Junior College faculties and include the following: Benjamin Edwards, Fullerton; Alan Revil, Santa Ana; Raymond Moreman, Long Beach; Ralph Peterson, Los Angeles; Harland Shennum, Glendale; Harold Walberg, Fullerton; Dwight Defty, Long Beach; Alidor Belprez, Compton; and Dr. Edmund A. Cykler, Los Angeles, who is also president of the Junior College Music Association this year. In charge of local arrangements is Edith Hitchcock, of Long Beach Junior College.

English Literature and Language

SEVERAL years ago The Macmillan Company issued a valuable catalog entitled *Macmillan Books for Elementary Education*, grouping educational and trade books under unit headings. The arrangement of the catalog was so practical that teachers and librarians highly commended it.

Macmillan has now produced the first of a series of five somewhat similar catalogs for high school use. The first, *English Literature and Language*, comprises 176 pages with many illustrations, index, full annotations, and biographical notes on many authors.

This comprehensive, descriptive catalog will be widely used by teachers and students in the English departments of junior and senior high schools. Address the Macmillan Company, 350 Mission Street, San Francisco.

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Tree-Planting

By Girls High School Garden Club

GIRLS High School Garden Club, San Francisco, was formed about 7 years ago through the interest of San Francisco Garden Club. It has had for its aim the beautifying not only the girls homes, gardens, and school, but also the streets of their beloved city. The club members want the visitors to the World's Fair to delight in the freshness and the natural beauty of the city whose hills form part of the background of Treasure Island.

It was, therefore, with great pleasure that the club, which is sponsored by Hattie H. Jacobs, should join with San Francisco Chamber of Commerce in the tree-planting campaign to dress San Francisco in colorful attire that will add to the attractiveness of the city for years to come.

A year ago, the club had for its 1938 objective the planting of a row of trees. On February 11, six scarlet-flowering eucalyptus trees were dedicated to outstanding citizens and organizations, all interested in the welfare of Girls High School.

Among those who were honored at the tree dedicatory ceremony and who responded with words of acceptance were Angelo J. Rossi, mayor, San Francisco; John McLaren, superintendent, Golden Gate Park; Mrs. Caldwell Coldwell, who received the tree for San Francisco Garden Club; Mrs. Winifred Sidebottom, who represented P. T. A.; and Mrs. B. Stanley Kern, who accepted for Girls High Alumnae Association. The tree dedicated to the 1939 Exposition was accepted by General W. E. Gillmore.

The impressive dedicatory ceremony, witnessed by many prominent people of San Francisco, included a salute to the Flag; singing of Star Spangled Banner, and "Trees," a vocal selection by Girls High Glee Club; hearty welcome by Carol Lange, president, Student Body; and introductory remarks by Chas. C. Danforth, principal, Girls High School and Will Merriman, director, Chamber of Commerce.

The exercises closed with the singing of the Girls High Hymn.

* * *

Our Very Own Book

R. E. Gillette, Director, Junior Red Cross,
Pacific Area

AFTER months of planning, a publication containing stories written by boys and girls of 32 countries has made its appearance with the title "Our Book, Our Very Own Book."

This is indeed the Juniors' very own book, for it does not contain one word written by a grown-up. Much time and patience have been expended in collecting the contents and preparing them for publication, but the task has been fascinating and eminently worthwhile. The result will, it is hoped, satisfy the Juniors for whom the book is primarily intended.

Many books have been written for and about children in different countries, but, to the best of our knowledge, this is the first

to be produced by children for children. The members of the Junior Red Cross, bound together by a common ideal, have demonstrated that international cooperation is no vain formula.

In reading this collection, one is struck first of all by its spontaneity. There is no sense of straining after effect, of "writing to order." Some of the stories are very simple and childlike, but all are imbued with the same quality of sincerity—so characteristic of Junior Red Cross members—which constitutes the principal charm of the book.

The contents are as varied as their countries of origin and may roughly be divided into tales of imagination, stories with a Junior Red Cross background, descriptions of national life and customs, folklore, history, contemporary events, etc., the net result being a composite picture of the lives of Juniors in different parts of the world. It is interesting to note the similarity of two playlets, contributed respectively by British and Siamese girl Juniors. The subject is identical, but the treatment is as different as the two countries themselves.

It would be invidious to pick out any one contribution for special praise; each and every story has a peculiar charm of its own. But some are more strikingly characteristic than others. The child's imagination is seen at its best, for example, in the first and last items: "Three Poems" (Belgium), and "The Mystery of the Abandoned House." Such stories as "A Box of Fruit" (Czechoslovakia) give a fair idea of the manner in which the Junior Red Cross motto, "I Serve," is pervading the daily lives of children the world over; "Martenitza" (Bulgaria) illustrates the blending of ancient custom with the modern Red Cross spirit.

The articles dealing with national life and customs are as interesting as they are varied: there are tales of animals peculiar to Australia, descriptions of Polish national customs, old songs, seasonal observances, etc. In sharp contrast to these are accounts of modern achievements, such as the draining of the Pontine Marshes, and the impressions of a Junior delegate at the Annual Convention of the American Red Cross.

Enough has been said to enable the curious to form an idea of what is contained between the covers of "Our Book, Our Very Own Book." It only remains for us to add that the book is published by the League of Red Cross Societies, and that the price is 50 cents per copy.

Teachers and others interested in this book may secure their copy or copies by making their check payable to the American Red Cross and sending it with the request to R. E. Gillette, Director of Junior Red Cross, Pacific Area, Civic Auditorium, San Francisco.

* * *

Hugh Bell, Chico State College, is to teach this summer at University of Minnesota, following which he will participate in the program of the American Psychological Association at Ohio State.

WE SERVE CHILDHOOD

Leonard L. Bowman, Vice-Principal, Santa Barbara High School; President, California Teachers Association, Southern Section*

THE most important relationship in any educational system is not one to be found in the superintendent's office, nor in the principal's office, nor even in the vice-principal's office, but rather that most important relationship is found in the classroom — between the teacher and the pupil.

The improvement of this relationship should be the ultimate purpose of all other relationships in a school system.

All phases of a school organization should be judged and justified or not according to the effectiveness with which they contribute to the teacher-pupil relationship.

I would apply the same measuring stick to all educational organizations as well.

We believe in California Teachers Association because we believe that its great program of service contributes greatly to this most important relationship. We serve the teacher-pupil relationship by serving the teacher.

*Excerpt from presidential address, C. T. A. Southern Section Council meeting, Hotel Biltmore, Los Angeles.

We believe a teacher working in an educational system which has its basis firmly fixed not only in the laws of the State but in the Constitution as well, is a better teacher than if she had to worry every two years about what the Legislature might do.

We believe that a teacher is a better teacher when encouraged by the work of our Modern Education Committee toward self-improvement and when she knows that the services of our Placement Bureau are hers for professional advancement.

We believe that a teacher is a better teacher when relieved as far as possible from financial difficulties. Thus through the service of our Credit Union we are helping hundreds of teachers.

And surely a teacher is made a better teacher by the assurance that should misfortune, disease, or destitute old age become her lot, then in her time of great need she will not be left alone, but that the profession which she served in her better days stands ready and willing to help through our Bureau of Welfare.

* * *

Mrs. Reba Mack, Sacramento Senior High School, addressed the recent joint dinner-meeting of Northern San Joaquin Secondary

Schools Council and Northern San Joaquin English Council in Modesto upon the topic Teaching Remedial Reading in the High School. Mrs. Mack is the author of the recently published secondary school text, Roads to Reading, and with years of study in the field is considered an outstanding authority in remedial reading. The text is designed for use of slow readers in grades 8, 9, 10.

* * *

Ralph W. Guilford, Durham, recently completed a successful year as president of the Schoolmasters Club of Butte County; C. S. Morris, Gridley, is the group's incoming president.

* * *

Nature Bulletins

BIRDS of Yosemite, special issue of Yosemite Nature Notes, January 1938, is a useful bulletin of 36 pages with 45 illustrations of common birds; price 25 cents.

The Diary of a Robin Family, children's number of Yosemite Notes for October 1937, comprises 8 pages with 9 illustrations; price 10 cents.

To be issued in June is 101 Common Wildflowers of Yosemite, with 101 illustrations; price 25 cents.

Teachers and others interested in obtaining these bulletins should address Park Naturalist, Yosemite National Park.

THE ALICE AND JERRY BOOKS

During the two years since the publication of THE ALICE AND JERRY BOOKS, over 200,000 copies of these primary readers have found their way into 115 different educational units in the State of California.

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Northern Section

Amador—Jackson Union High.
Butte—Central House, Cherokee, Concow, Dayton, Durham, East Gridley, Floral, Forbestown, Gridley Union High, Morris Ravine, Mountain Ravine, Parrott, Richvale, Shasta Union, Thermalito.

Butte County—Additional schools enrolled 100%: Bangor Union, Bidwell, Big Bend, Central House, Cherokee, Cohasset, Concow, Dayton, De Sabla, Durham, Floral, Forbestown, Forest, Kings, Laingland, Magalia, Mooretown, Morris Ravine, Mt. Spring, Palermo, Parrott, Richvale, River, Rockefeller, Shasta Union, Thermalito, Union, West Liberty, Gridley Union High.—Jay E. Partridge, Butte County Superintendent of Schools, Oroville.

Colusa—Indian Valley, Maxwell Elementary, Maxwell High.

El Dorado—Bridgeport Joint, Buckeye, Diamond Springs, French Creek, Green Valley, Union.

Glenn—Elk Creek Union.

Modoc—Crook, Delmoima, Ft. Bidwell Branch, Little Hot Spring, Forty-Nine, Mt. Bidwell, New Pine Creek Branch High, Surprise Valley Union High.

Nevada—Nevada City High.

Placer—Alta, Iowa Hill, New England Mills.

Shasta—Delta, Ellis, Kenyon, Inwood, Lindsay, Pittville, Whiskeytown.

Sutter—Central Gaither, Live Oak High, Strawberry Valley, Wheatland.

Tehama—Johnston, Lincoln, Orchard Park.

Tuba—Arboga, Brophy, Cordua, Elizabeth, Fruitland Union, Marigold, Marysville City, Peoria, Sharon Valley.

Yolo—Davis Joint Elementary, Davis High.

Siskiyou County—Elementary one-room schools: Black Butte Emergency, Bolum Emergency, Clear Creek, Delphic, Douglas, Excelsior, Foothill, Grass Lake, Hamburg, Hambone Emergency, Hawkinsville, Highland, Indian Creek, Little Shasta, Log Cabin, Meamber, Oro Fino, Quartz Valley, Salmon River, Scott River, Seiad, Siskiyou County Emergency, Snowden, Spring.

Elementary schools with more than one teacher: Dorris, Elementary, Gazelle, Greenview, Grenada, Hilt, Junction, Tennant, Weed Elementary, Yreka Elementary.

Secondary schools: Etna Union High, Siskiyou Union High, Mt. Shasta, Tennant, Weed, Yreka.

Southern Section

Los Angeles City—Barton Hill, Bellevue Avenue, Eagle Rock Elementary, Ninety-Fifth Street, Normandie Avenue, One Hundred Eleventh Street, Remsen Street, San Pascual Avenue, Pacific Lodge High.

Inyo County—Bishop Elementary, Owens Valley Union High.

Los Angeles County—Alhambra-Ynez, Beverly Hills, Hawthorne, Burbank, Burroughs Junior High School, Burbank, Washington Elementary.

Clearwater—Roosevelt Elementary.

Compton Secondary District—Willowbrook Junior High School.

Long Beach City—Continuation High

School, Hamilton Junior High School, Jane Addams Elementary, Avalon, Burbank, Burnett, Columbia, Garfield, Grant, King, Lafayette, Lee, Lincoln, Longfellow, Los Cerritos, Lowell, Horace Mann, McKinley, Roosevelt, Seaside, Signal Hill, Whittier, Willard.

Pasadena—Jackson Elementary, Muir Technical High School.

Pomona—Emerson Junior High School.

Anaheim—Horace Mann.

Riverside City—Chemawa Junior High School.

San Bernardino City—Continuation High School.

San Diego City—Roosevelt Junior High School.

Los Angeles County—*Aqua Dulce, *Elizabeth Lake, *Mint Canyon, Charter Oak, Bassett, Wiseburn, Castaic, *Honby, *New Era.

Riverside County—Highgrove.

San Bernardino County—Lake Arrowhead, Adelanto, *Apple Valley, *Camp Baldy, Central, Del Rosa, *Fallsville, *Lucerne, Morongo, *Phelan, Piedmont, Warm-spring.

San Diego County—Julian Union High, Del Mar.

Santa Barbara County—*Casmalia, *Cuyama, *Suey.

Ventura County—Ocean View.

100% School Systems in Southern Section

Imperial County—Calipatria Elementary, Imperial High and Elementary, Westmorland Schools.

Los Angeles County—Glendora Schools, Claremont Schools, Compton City Schools, Baldwin Park Schools, El Monte Elementary Schools, Bellflower Schools, Hawthorne Elementary Schools, Monrovia Elementary Schools, Montebello Schools, Redondo Beach Schools, Palos Verdes Estates Schools, Wil-lowbrook Elementary Schools, West Whittier Schools, Culver City Schools, San Marino Schools, Garvey Schools.

Orange County—Fullerton Elementary, Westminster Schools, Laguna Beach Schools, Costa Mesa Schools, El Modena Schools, Santa Ana Schools, Brea Elementary.

Riverside County—Coachella Elementary Schools, Hemet Schools, San Jacinto Schools.

San Bernardino County—Ontario Schools, Needles Schools, Redlands Schools.

San Diego County—National City Schools.

Santa Barbara County—Santa Maria Elementary Schools.

Ventura County—Briggs Schools, Avenue Schools.

Bay Section

San Francisco—Florida Division of Sunshine School.

Oakland—Bella Vista, Daniel Webster, Durant, Edison, Franklin, Fruitvale, Garfield Junior High, Glenview, Herbert Hoover Junior High, Jefferson, Laurel, Lincoln, Longfellow, Luther Burbank, McChesney, McClymonds-Lowell High, Parker, Peralta, Prescott Elementary and Junior High.

*Indicates 1-teacher schools.

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San Mateo County—Bell at La Vista Union, Miramar, Montara, Rockaway, and Pescadero High School.

Santa Clara County—Almaden Union, Summit, and Live Oak Union High School at Morgan Hill.

San Jose City—Technical High School.

Sonoma County—American Valley, Burn-

side, Creighton Ridge, South Park at City of Santa Rosa, Del Mar, Eucalyptus, Guerneville, Joy, Maacama, Occidental, Riebli, Sebastopol Grammar, Sheridan, Tarwater, Two Rock and Walker at Two Rock Union, Wilson and Petaluma Junior High School, which makes all of Petaluma City 100%.

Stanislaus County—Bonita and Waterford Elementary.

Modesto City—Franklin.

Central

E. B. Gardner, district superintendent, Madera Elementary Schools, reports that Madera City elementary teachers are now enrolled 100% in C. T. A.

Tulare County—Alta Vista School.

* * *

The Home in a Democracy

HARR WAGNER Publishing Company, of which Miss Morris Wagner is president, merits hearty congratulations upon publication of *The Home in a Democracy*, an admirable parent-teacher textbook (of 200 pages, with diagrams), by Lillian J. Martin and Clare deGruchy.

Dr. Martin, professor emerita, department of psychology, Stanford University, has a long record of scientific accomplishment back of the special interest to which she has devoted her recent years. As chief of the mental hygiene and child guidance clinics in San Francisco she has been consulted by hundreds of mothers through the years and has advised them in difficult cases. Her collaborator, Clare deGruchy, has been associated with Dr. Martin since the establishment in 1918 of the first child guidance clinic. To their great fund of firsthand experience with children and mothers they have added the direct contact with home and school problems which they have gained in the courses given to P. T. A. groups.

Practical Guidance for Parents

In the 12 lessons of this book parents are guided in simple and practical ways so that they may establish in the home the ideals of democracy. First of all the ideal is outlined. On one side the richest possible development of individual personality; on the other side the disciplined habit of co-operative living. This is the essence of democracy.

How can this ideal be realized in the home? The chapter headings outline the methods suggested,—knowing the child—the intellectual life of the child—the emotions—social and moral development—habits—the daily program—play and amusement—discipline versus punishment—adolescence—parental goals—family management—school and community.

It shows the way, the only dependable way, by which we can safeguard our democracy and at the same time assure the efficiency and happiness of our children.

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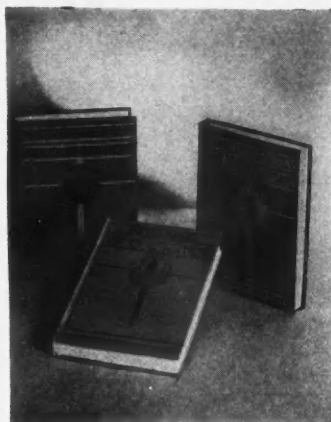
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TRUSTEES INSTITUTE

SAN DIEGO COUNTY TRUSTEES INSTITUTE

Ada York, San Diego County Superintendent of Schools

IN planning for the trustees annual institute this spring we are arranging a conference meeting and are not inviting any speaker to address us formally.

For some years past we have featured the annual roll-call. All districts represented at the meeting have responded either through their delegate or some member of the board of school trustees, reporting any interesting activity which has been going on in their school during the given year or reporting any proposed innovation for the coming year.

These roll-calls have been greatly enjoyed by all trustees present. The subjects mentioned often led to discussions which stimulated thought. It was the general consensus of opinion of those interested to arrange for the meeting that we should give all of our time to the open forum discussion of topics of general interest.

To that end we wrote recently to each trustee in the county and asked suggestions as to topics to be discussed. Answers to questionnaires are always slow in arriving. In this instance we have received one-third of our answers with unusual promptness and in that group 25 important questions for discussion have been listed. The questions

seem to me to be an evidence of active thinking on the part of our boards of school trustees in the county. We have divided these questions into two groups, those pertaining to administrative details and those that are strictly educational in import.

Samples of the educational subjects are: Coordination of high and grammar schools. Desirability of acquainting secondary students with importance of college entrance requirements. School libraries. Trade schools.

Adjustment of conditions and procedures of learning for extremely nervous children.

In the administrative classification we have been much pleased to notice that several districts have asked for a discussion of unionizing of school districts so that we might have a larger unit of administration. (In our county we have 15 elementary union school districts, comprising 46 districts; but there are yet certain small districts which would benefit educationally by unionizing.) Other important topics are:

Blanket insurance for schools.

Budgets and budget control.

Sick leave for teachers.

Teacher tenure.

Use of the civic center.

Coordination with federal authorities in WPA projects.

Our plan is to arrange for round-table

discussion of these various topics, assigning a leader to each topic. This will permit general discussion from the floor after the topic has been set forth by the leader of the discussion. This meeting has been called for Saturday, April 30, and the session will be held at the San Diego State College.

* * *

New President of Exhibitors

FRANK GREGOR, JR., advertising and sales promotion manager of Ditto, Incorporated, Chicago, was elected to the presidency of Associated Exhibitors of National Education Association, at the N. E. A.'s midwinter meeting in Atlantic City.

The exhibitors organization is composed of representatives from every major school equipment and supply manufacturer. It was formed 15 years ago, when the manufacturers found their merchandising and display problems to be closely parallel. Among its many activities is the selection, each year, of an outstanding school administrator to receive the American Education Award, at the annual meeting of American Association of School Administrators.

Mr. Gregor is already wellknown in the educational field as the originator of workbooks printed in duplicating ink, to be reproduced by the hectograph process, and as the sponsor of a number of teaching aids.

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Junior Red Cross Convention

TWELFTH annual convention of Junior Division, American Red Cross, will meet simultaneously May 2 to 5, with its parent organization this year in San Francisco. It is the first time in the history of the Red Cross that this gathering has convened west of the Rockies. The Pacific Area chapters are exerting every effort to make it an event brilliant and successful commensurate with the fine Red Cross spirit of the west.

Every high school and junior high school in the United States enrolled in Junior Red Cross has been invited to send delegates.

Non-member schools interested to learn how the program functions have been invited to send visitors. It is expected that more than a thousand young people from at least thirty states will participate.

The theme of the convention is Junior Red Cross as a Social Force. During the four days the delegates will discuss such topics as: What can Junior Red Cross contribute toward the solution of current social problems? Health and safety, Unemployment and relief as affecting young people, International cooperation, Cultivating wholesome attitudes toward world problems.

Junior Red Cross in Hawaii, Philippine Islands, Canada and Mexico has been invited to send representatives. The opportunity to associate with these fellow-members, as well as with those from many parts of the United States, is one of which every Junior Red Cross group in California should take advantage. R. E. Gillette is director of Junior Red Cross, Pacific Branch; headquarters, San Francisco.

Since the experience of participating in the Red Cross convention may not come again within the reach of the young people of California for many years, it is hoped that every junior high and high school in the state will make every effort to be represented this year.

* * *

In Memoriam

Frances B. Seward, teacher for 14 years at Don Pedro Dam, Tuolumne County; sister of Mrs. John E. Carpenter, wife of director of Sacramento adult education department; native of Mima, Washington.

Helene Egl, teacher in Sacramento elementary schools for 50 years; she retired 8 years ago and was member of California Retired Teachers Association.

Virgil G. Wilkinson, manual arts instructor, El Segundo High School, recently killed in an airplane tragedy. A licensed pilot and instructor in flying, he gave lessons in flying to private pupils on Saturdays. While giving a lesson, an airplane wing broke off; both he and his pupil were killed. He had been a member of El Segundo High School faculty since 1926, and was

highly regarded. His wife, Mrs. Grace Wilkinson, teachers in Los Angeles city schools.

Joseph F. McKnight, age 67, former Trinity County superintendent of schools, passed away recently in his home in Eureka. Born in Walla Walla, he came as a child with his family to the old town of Shasta in Shasta County. Later he went to Trinity County where he taught school for 14 years before going into the mercantile business.

William Lee Richer, former deputy superintendent of Los Angeles City Schools and first principal of John C. Fremont High School, Los Angeles.

William Arthur Thomas, age 62, manual training teacher for the last 28 years in

Woodland High School. Born in England, he received his education there and later taught school in Canada and in Sacramento.

Joseph P. Utter, aged 63, for many years principal Vallejo Junior High School, Solano County. Born in Willits, he attended public schools of Willits and Ukiah and University of California. For many years he taught in the schools of Lake and Mendocino Counties, going to Vallejo in 1911.

Mrs. Walter Nolan, of San Francisco, and Mrs. Paul Stewart, of Santa Barbara, recently passed away. Mr. Nolan is principal, Marina Junior High School. Mr. Stewart for many years was city superintendent of schools.

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Progress at Salinas

SALINAS voters recently passed a bond issue, \$250,000, to complete the junior college and to build a cafeteria in the high school. The issue carried by a very large majority. Dr. R. D. Case, superintendent of schools, was largely responsible for the success of the project.

The junior college plans include a new men's gymnasium, a coffee shop, book store, ten classrooms, a band room, a vocal music studio, an art studio, and an engineering laboratory.

Salinas Junior College this year has had a 33% increase in enrollment over last year, due largely to the fact that the college has a new building located on a campus entirely separated from the high school.

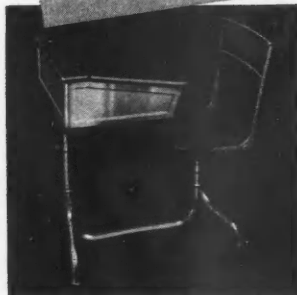
The neighboring high schools with their superintendents and principals have admirably supported the college, which has good representation from Santa Cruz, Watsonville, Pacific Grove, Monterey, Gonzales, King City, and Salinas; also students from San Mateo, San Luis Obispo, Santa Barbara, Alameda, Fresno, Los Angeles, Glenn, and San Joaquin counties.

Richard J. Werner, one-time California State Commissioner of Secondary Education and for a period of years educational director, Golden State Company, is principal of Salinas Junior College.

* * *

Wasco Live Wire is a commendable and interesting mimeographed school paper, published by the children at Wasco Elementary School, Kern County, of which K. F. Clemens is principal. The articles and illustrations are prepared by the school children.

The paper is sponsored by the Tennis Club of which Dorothy J. Stuart is advisor.



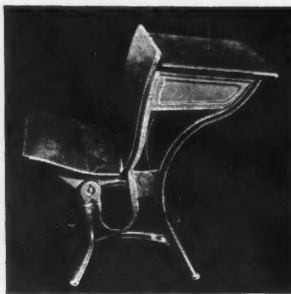
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(Continued from Page 14)

tended an invitation for everyone to come to San Francisco next February.

The resolutions adopted at the convention contained material covering Democracy, Youth, Teacher-Education and Selection, and a plea for federal aid. The final paragraph of the federal aid resolution was as follows:

"However, since the complete report of the Advisory Committee on Education is not available at this time for careful and well-considered study and analysis, before final action is taken committing this organization it is recommended that the report of the Advisory Committee on Education be referred to the Educational Policies Commission and to the Legislative Commission of the National Education Association for study, for the purpose of evolving a plan by which legislation will be framed and enacted, putting into effect the principles and policies repeatedly affirmed by this organization through which federal aid for public education will be secured without federal control."

Dr. Nicholas Bauer, superintendent of schools, New Orleans, chairman of the committee, presented the report and moved its adoption. The motion was seconded and carried.

Meetings of the convention were held in the Atlantic City Auditorium and in a number of the hotels on the Boardwalk. The attendance was estimated at 12,000.

Superintendent J. P. Nourse of San Francisco, Richard Doyle, president of San Francisco Board of Education, and Walter Swanson of San Francisco Tourist and Convention Bureau, extended a cordial invitation to the Executive Board to hold the next

meeting in San Francisco in connection with the Golden Gate International Exposition in February, 1939. The Board will not fix the meeting place until later in the year. Other cities which extended invitations for the 1939 convention were Detroit, Milwaukee and Kansas City, Missouri.

Those from California who attended the meeting were:

Walter Bachrodt, San Jose; Paul J. Ritter, Los Angeles; Ed Dudley, San Francisco; Rex F. Harlow, Stanford; Earl G. Gridley, Berkeley; F. L. Thurston, Los Angeles; Laurel Knezevich, Los Angeles; J. P. Nourse, San Francisco; Dean W. W. Kemp, Berkeley; Bertha C. Knemeyer, Elko, Nevada; Paul F. Shafer, Los Angeles; Albert M. Shaw, Los Angeles; E. W. Jacobsen, Oakland; Harriet Rose Lawver, Berkeley; Christina B. Cameron, Richmond; S. Edna Maguire, Mill Valley; Chas. R. Crooke, Mountain View; Claude W. Hipplen, Pasadena; Gordon N. Mackenzie, Stanford; I. James Quillen, Stanford; George Mann, Los Angeles; Mary E. Frick, Los Angeles; Vierling Kersey, Los Angeles; A. E. Joyal, Denver (formerly of Oakland); William J. Lyons, San Diego; Adelheid Arfsten, San Francisco; A. A. Belford, San Francisco; Edwin Kent, Santa Rosa; Will C. Crawford, San Diego; Gertrude Engle, Richmond; Virgil E. Dickson, Berkeley; Katharine L. Carey, Los Angeles; Homer C. Wilson, Fresno; Cameron Beck, New York; George W. Turner, Fresno; Laurence T. Crawford, Chico; A. J. Clifton, Los Angeles; M. G. Jones, Huntington Beach; George M. Green, Inglewood; John W. Harbeson, Pasadena; Katherine E. Corbett, San Diego; H. W. Jones, Piedmont; W. R. Odell, Oakland; V. P. Maher, Los Angeles; Howard Hill, Piedmont; Eleanor Freeman, Redwood City; Lewis H. Britton, San Jose; Verna A. Carley, Stanford; Walter G. Swanson, San Francisco; Roy E. Simpson, Santa Cruz; John Branigan, Redlands; Julia L. Hahn, Washington, D. C. (formerly of San Francisco); R. E. Green, Fullerton; George C. Bush, South Pasadena; Lester B. Rogers, Los Angeles; A. J. Cloud, San Francisco; Wm. G. Paden, Alameda; Alvin E. Pope (formerly Chief of Education, 1915 convention); Francis W. Noel, Santa Barbara; W. Max Smith, Merced; R. W. Shirey, Long Beach; Chas. B. Moore, Los Angeles; I. Warren Ayer, Monrovia; R. E. Laidlaw, San Francisco; W. L. Iversen, San Francisco; Hollis P. Allen, Harvard (formerly of San Bernardino); A. L. Ferguson, Glendale; Curtis Warren, Santa

Barbara; G. H. Merideth, Pasadena; Mrs. Sadie V. Ash, Colusa; F. A. Henderson, Santa Ana; B. F. Eynart, Burbank; Mrs. Gertrude H. Rounsaville, Los Angeles; R. E. Doyle, San Francisco; Margaret L. Clark, Los Angeles; John F. Brady, San Francisco; Mrs. Homer C. Wilson; Mrs. Cameron Beck; Sherman L. Brown, San Francisco; George H. Geyer, Westwood; E. E. Smith, Riverside; George H. Bell, La Verne; E. S. Holbeck, New Jersey (formerly of Pasadena); Alvia Del Carlo, Fresno; Wm. S. Briscoe, Oakland; R. B. Huxtable, Los Angeles; V. R. Watson, San Francisco; Joseph W. Burke, Presidio of San Francisco; Pansy Jewett Abbott, Redwood City; F. W. Thomas, Fresno; G. N. Kefauver, Stanford; George G. Mullany, San Francisco; A. D. Graves, San Bernardino; Mrs. John Branigan; Leonard L. Bowman, Santa Barbara; Lynn H. Crawford, Santa Ana; G. Derwood Baker, New York (formerly of South Pasadena); Kenneth E. Oberholtzer, Long Beach; Robert E. Cralle, Inglewood; Osman R. Hull, U. S. C.; E. J. Hummel, Beverly Hills; R. D. Case, Salinas; Harold R. Brooks, Long Beach; Mrs. W. Max Smith; W. B. Knokey, Tulare; Percy R. Davis, Santa Monica; Emmett Clark, Pomona; Mrs. R. E. Laidlaw; F. C. Wooten, Claremont; Herman A. Buckner, Hawthorne; Ira C. Landis, Riverside; A. H. Sutherland, New York (formerly of Los Angeles); Mrs. B. C. Clark, Sutter Creek; Rolla R. Hays, Santa Ana; E. A. Pendarvis, Burbank; F. M. Hunter, Eugene, Oregon; Edwin A. Lee, New York (formerly of San Francisco); John A. Sexson, Pasadena; Roy W. Cloud, San Francisco.

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Creative Music

Functional Music in the Pasadena Schools

A FEATURE of the kindergarten-primary convention at Pasadena was the motion picture presented by Mrs. Lillian Mohr Fox, supervisor of music education, Pasadena City Schools, showing the functional value of music as it is employed by children to express their creative ideas.

Mrs. Fox is author of Creative School Music, written in collaboration with Dr. L. Thomas Hopkins. It is her belief that public schools should provide opportunity for every child to sing, play, compose, write, read, dramatize, dance and appreciate music. The practical application of this statement is evidenced throughout the film.

For example, the children studying communication needed as part of their dramatic play, music to describe the eventful flight of an airplane from a modern country to one where dwelt a most primitive people, isolated because of no communication with the civilized world.

The children composed four melodic themes, descriptive of the scenes over which the airplane flew. "Over Green Fields and Valleys," "Old Cathedral Town," "Mountains" and "Waters, Quiet and Turbulent." With melodic and rhythm instruments they orchestrated these themes, and the final result was a symphonic tone-poem.

Phonograph recordings were made of this symphony and also of songs which the children composed and sang as a part of their original play. These recordings were played as the picture was shown.



Mrs. Lillian Mohr Fox

In addition to presentation of this film and the recordings of original music, Mrs. Fox exhibited the instruments upon which the symphony was played, together with creative music from other Pasadena schools.

Mrs. Fox gave an address and showed the motion-picture on Creative Music before the recent Music Educators National Conference at St. Louis.

* * *

Pasadena Convention

California Association of Health, Physical Education, and Recreation

CALIFORNIA Association of Health, Physical Education, and Recreation holds its annual convention April 8, 9, at Pasadena. One thousand educators and recreation leaders are expected to attend.

As speakers at the general sessions will be Dr. Eduard C. Lindeman, director of divisions of education and recreation, Works

Progress Administration, Washington, D. C., and Dr. Walter Dexter, director of education, State of California. Dr. John A. Sexson, superintendent of schools, Pasadena, member of N. E. A. Policies Commission, president, American Association of School Administrators, and president of California Teachers Association, will be the speaker for the annual banquet.

All meetings will be held at Pasadena Junior College, 1570 East Colorado. Residence headquarters will be at Constance Hotel, 940 East Colorado.

There will be 100 speakers, authors, and leaders participating in the convention program as arranged by Miss Claire Colestock and William K. Dunn.

On April 7, the State Department of Education is calling into conference representatives of all teacher-training institutions interested in the education of leaders in health, physical education, and recreation.

A unique feature of this convention will be the student conference which is scheduled for one whole morning.

Ralph La Porte, director of department of physical education, University of Southern California, is responsible for the organization of this section of the convention. All presentations and discussions are to be made by students. The universities and state colleges will be represented by students.

* * *

Students at Ceres Elementary School, Stanislaus County, Walter White, principal, recently participated in a concentrated program of visual education, including films on history, geography, biography, nature, health, and the sciences.

Activity Program in the Schools. Traffic regulations as demonstrated, taught, and learned at Rosemont Avenue Kindergarten, Los Angeles; Nellie Opal Wemken, principal; photo courtesy Visual Education Section, Annette Glick Byrne, assistant director in charge.



C. T. A. CLASSROOM TEACHERS DEPARTMENT NORTH COAST SECTION

Mrs. Alma Thompson, President C. T. A. North Coast Section Classroom Teachers Department; Teacher, Ferndale Elementary School

NORTH COAST SECTION of the C. T. A. includes the counties of Del Norte, Trinity, Mendocino and Humboldt.

This section of our great state can well boast of its beautiful Redwood Highway and scenic coast drives; nevertheless when it comes to having a well-organized classroom teacher's department, the mileage to be covered by our teachers in attendance is too great to have many meetings. The only time it is possible to have all of our teachers together is at the annual institute.

The North Coast Section has shown its steadfast loyalty to the C. T. A. by 96% of its teachers joining the organization. This shows the realization of the excellent work of the C. T. A. on behalf of the teaching profession.

The only active meetings carried on

up to the present time have been at our teachers institutes. There is a great need for a more active organization in this section.

Fully realizing the impossibility of bringing all these teachers together more than once a year, I have appointed committees in each county to help organize and sponsor meetings to discuss our classroom problems.

The first meeting of the Classroom Teachers Department will be held in Eureka early in May. We hope this will be well attended, as we are planning to have a very good speaker at this session.

It seems with the trend of modern youth, we, as classroom teachers, should be an organization to consider the needs of the child. Humboldt County's department of Vocational Agriculture has been a big stride in this direction.

Classroom to Farm

Wesley P. Smith, Smith Hughes Vocational Agriculture Teacher, Ferndale

SINCE farming is one of the major industries of Humboldt County, it is only natural that a leading department in the schools should be Vocational Agriculture.

A glimpse of financial investments shows the material farm interest of 200 boys enrolled in the five agricultural departments of the county. Total Future Farmer investments are in excess of \$51,000 and labor income approximated \$12,500 last year.

"Learning by Doing?" Yes, these boys must be following their motto. "Future Farmers?" Certainly, but their activities prove that they are also present farmers.

The five high schools now offering vocational agriculture in this county are Arcata, Ferndale, Fortuna, Hoopa, and South Fork.

Boys enrolled in these departments carry on supervised projects under the direction of their agricultural instructors. One group activity of this national organization of farm youth is participation in county, district, and State fairs. Evidence of Humboldt's success during the past year is shown by winnings in excess of \$9,000. Earnings at fairs have to a large degree been invested in improved livestock and ranch equipment.

Is Vocational Agriculture practical? A survey of graduates of the Humboldt schools reveals that more than 80% of those majoring in agriculture are now actively engaged in farming or allied industries.

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COMING

March 27-April 1—Music Educators National Conference; 6th biennial meeting. Hotel Jefferson, St. Louis.

March 31-April 2—Pacific Arts Association; annual meeting. Long Beach.

April 1, 2—California Educational Research Association, Northern Section, Berkeley.

April 2—California Elementary School Principals Association Bay Section; spring meeting at Tamalpais High School.

April 7-9—California Association of Health, Physical Education and Recreation; annual convention. Pasadena.

April 8—California Teachers Association Conference on Education. Palace Hotel, San Francisco.

Problems of Youth. Edith Pence, director of curriculum, San Francisco City Schools, chairman.

April 8—C. T. A. Board of Directors; regular meeting. Palace Hotel, San Francisco.

April 9—California Teachers Association Annual Meeting of Council of Education. Palace Hotel, San Francisco.

April 11-12—California Elementary School Principals Association; annual convention. General Grant Hotel, San Diego.

April 11-13—California Secondary School Principals; annual conference. Hollywood High School; Hollywood-Roosevelt Hotel.

April 11-12-13—California Junior College Federation, annual conference, Los Angeles.

April 13, 14—National Recreation Association, Western Division; annual meeting. Newhouse Hotel, Salt Lake City.

April 14—Pan-American Day; annual international observance. Auspices Pan-American Union, Washington, D. C.

April 14-16—American Association for Health and Physical Education, Southwest

District; annual meeting. Newhouse Hotel, Salt Lake City.

April 19-23—Association for Childhood Education; 45th annual convention. Cincinnati, Ohio.

April 24-28—California Conference of Social Work; annual convention. Pasadena.

April 25-30—Public Schools Week; 19th annual observance by all California public schools and communities.

Charles Albert Adams, general chairman, 785 Market Street, San Francisco; Robert A. Odell, chairman Southern Section, Van Nuys Building, Los Angeles.

April 30—Northern California Junior College Association; spring meeting, at Sacramento Junior College.

April 30—Tulare County Schools Track Meet and Play Day; 23rd annual celebration. Mooney Grove.

May 2-5—American Red Cross; National Convention. San Francisco. Junior Red Cross section meets simultaneously.

May 6, 7—San Diego State College Roundtable, an annual educational conference.

May 17-21—California County Librarians; annual convention. Ambassador Hotel, Los Angeles.

May 20, 21—American Association of University Women; California state convention. Hotel Del Monte.

May 23-27—California Congress of Parents and Teachers; 39th annual convention. San Francisco Exposition Auditorium.

June 19-25—New Education Fellowship. Pan-Pacific Conference. Honolulu, Hawaii.

June 23-30—International Recreation Congress. Rome.

June 26-30—National Education Association; summer meeting. New York City.

June 26-July 2—National Conference of Social Work; 65th annual meeting. Seattle.

June 30-July 1—University of Chicago School of Business; fifth annual conference on Business Education.

July 1-15—Second Annual Conference on Elementary Education sponsored by Department of Elementary School Principals and School of Education, New York University, at NYU. For information write to Eva Pinkston, 1201 16th St., N. W., Washington, D. C.

July 5-10—National Congress, Parents and Teachers; seminar on parent-teacher work; at national headquarters, Washington, D. C.

July 6-10—Stanford Education Conference on Social Education. Stanford University.

September 3-5—California School Trustees Association; annual convention. Los Angeles.

November 6-12—American Education Week; auspices American Legion, N. E. A., U. S. Office of Education.

November 21-23—C. T. A. Central Coast Section; annual convention and institutes. Salinas.

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Published by D. C. HEATH AND COMPANY

182 Second Street, San Francisco, California

Nearly everyone likes to chew Gum

*It's a Wholesome,
Healthy, Natural Pleasure*



When you enjoy chewing gum you quite unconsciously benefit your teeth and gums with natural exercise and massage. Chewing gum daily keeps your teeth white—increasing the charm of your smile, adding to your good looks—and promotes a healthy alkaline-mouth. Four factors toward Good Teeth are (1) Nutrition (2) Your Dentist (3) Clean Teeth and (4) plenty of Chewing Exercise. Chewing Gum aids factors 3 and 4. There's a reason, a time and place for gum. Buy some today.

University Research forms basis of this advertisement. National Association of Chewing Gum Manufacturers, Staten Island, New York

PROBLEM IN *Personal Arithmetic*

PROBLEM

Miss A's room and board costs \$60 a month. Her clothing and incidentals come to \$45. The monthly payment and upkeep on her car add \$30 more. This month, her mother has been ill, and needs \$100 at once for doctor and hospital. How shall Miss A balance her budget on her \$150-a-month salary as a public school teacher?

ANSWER

AN AMERICAN TRUST PERSONAL LOAN WITHOUT CO-MAKERS is available to Miss A because of her public school tenure. The \$100 she needs will cost her exactly \$6 for twelve months. And that will include, *without extra charge*, special life insurance covering the unpaid balance. Since her regular monthly expenses total \$15 less than her monthly income, she can conveniently repay her loan through twelve monthly payments of \$8.83.

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